

MOTIVATIONAL STRATEGIES:
THE PERCEPTIONS OF EFL TEACHERS AND
STUDENTS IN THE SAUDI HIGHER EDUCATION
CONTEXT

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Abstract

Motivation has a significant role in the L2 learning process (e.g., Dörnyei, 1994; Gardner, 1985), leading many researchers to investigate the strategies which might generate and maintain students' motivation in EFL classrooms. Previous studies of motivational strategies have examined the views of either EFL teachers or students (e.g., Deniz, 2010; Dörnyei & Csizér, 1998), and the relationship between teachers' use of such strategies and students' motivated behaviour (Papi & Abdollahzadeh, 2012). However, little research has investigated the perceptions of both EFL teachers and students in the same context. This study examines EFL teacher and student views about motivational strategies used in Saudi EFL classrooms in order to investigate potential mismatches.

A mixed methods approach was used to collect quantitative and qualitative data in the context of three women's universities in Saudi Arabia. The initial stage of research used exploratory interviews with six EFL teachers and five students to guide the construction of a questionnaire concerning perceptions about the use of motivational strategies. The questionnaire was then administered to 96 EFL teachers and 345 students. The final stage of the research involved individual in-depth interviews with three EFL teachers and three EFL students in order to further explore key issues from these participants' viewpoints.

The results indicate that the role of teachers in motivating students in EFL classrooms is appreciated by both teachers and students. However, there is a discrepancy in their beliefs about how the students should be motivated. Teachers believe strongly that students are mainly motivated by strategies which help achieve academic outcomes. Therefore, they tend to focus on the motivational strategies which meet these academic achievements. Students, on the other hand, seem to be more motivated by strategies which relate to the actual learning process and promote the social aspects of learning, such as participation and interaction. Students also appear to value the role of social L2 learning outcomes in the development of their L2 motivation, including communicating with L2 speakers and using English when travelling abroad. A key implication of this research is that teachers should be encouraged to develop a more balanced view about L2 motivation and motivational strategies within this context.

Chapter 1. Introduction

1.1. Introduction

There is growing agreement that second/foreign language motivation (L2 motivation) plays a key role in the L2 language learning process. L2 motivation is needed to help learners expend and persist in their effort in an L2 learning process which might extend over a long period of time. It is believed that 'without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement' (Dörnyei, 2005, p.65). There has been a great deal of research exploring L2 motivation, examining its complex nature and the way in which it affects the L2 learning process (e.g., Clément, 1980; Gardner, 1979; Oxford & Shearin, 1994; Ushioda, 2009). An important aspect of L2 motivation research is studying the motivational strategies used by English as foreign language (EFL) teachers to enhance students' motivation (e.g., Dörnyei & Csizér, 1998; Guilloteaux, 2013). This type of research links theory to practice by translating motivational theories into techniques and strategies which could be used by EFL teachers in the classrooms. This thesis examines motivational strategies from the perspectives of both EFL teacher and student in the Saudi context.

In this chapter, an overview of the background of the current study will be provided. Then, the significance of the study will be discussed, which will be followed by an outline of the study's purpose. After that, the site of the study (Saudi Arabia) will be described, and finally the organisation of the thesis will be presented.

1.2. The background of the study

This section will provide an overview of the background of the study, which will be addressed in more detail in the literature review chapters.

Over the last fifty years, research has been undertaken in the field of L2 motivation and its relation to the success in L2 learning (e.g., Dörnyei, 2005; Gardner, 1985). The early studies of L2 motivation are influenced by the work of Gardner and Lambert (1959, 1972) and centred around the social psychological approach. Their approach explains attitudes towards and motivation for learning an L2 by integrating the social and individual psychology of learners. Central to this approach is the view of L2 motivation as a key factor which leads to L2 achievement. A significant development in L2 motivation research occurs in the 1990s when research in the field (e.g., Noels, Clément, & Pelletier, 1999; Oxford & Shearin, 1994; Ushioda, 1996a) expands to incorporate a cognitive and educational view of L2 motivation. At this stage, research into L2 motivation highlights the teacher's role in motivating students as well as the importance of the learning environment. A number of researchers such as Crookes and Schmidt (1991) and Dörnyei (1994) suggest strategies to be used by teachers to motivate their students in L2 classrooms.

A further development in the research into L2 motivation begins when the temporal nature of L2 motivation is addressed by, for example, Williams and Burden (1997), Dörnyei and Ottó (1998) and Ushioda (2001). L2 motivation is consequently viewed as less static, more dynamic and changeable in nature, depending on a number of variables during the learning process. As a result of this updated concept of L2 motivation, Dörnyei (2001a) develops a comprehensive framework of motivational

strategies which EFL teachers can use in L2 classrooms to motivate learners throughout the learning process. L2 motivation research has more recently been broadened with a development involving the introduction of the role of self and context in understanding L2 motivation, namely Dörnyei's (2005) model of a 'Motivational Self System' which synthesizes previous research in L2 motivation and reforms it by adding some aspects of the 'self' research in psychology. Other researchers (Norton, 2000; Ushioda, 2009) expand on the idea of self in isolation into the integration of self within a context to understand L2 motivation.

Throughout the development of L2 motivation, its definition has been changed because of the changing perspectives of researchers such as Gardner (1985) and Dörnyei and Ottó (1998). Dörnyei and Ushioda (2011, p.4) indicate that researchers in the field of motivation share the notion that motivation in general 'concerns the direction and magnitude of human behaviour'. Therefore, motivation is responsible for 'the choice' of doing an action, 'persistence' with doing it and 'effort' invested in doing such action. Dörnyei and Ottó (1998, p. 65) provide a comprehensive definition of L2 motivation which is 'the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out'. This definition acknowledges the multidimensional and the dynamic nature of motivation. Highlighting the changing nature of motivation is important for this study, as this view implies that EFL teachers can play a significant role in generating and promoting their students' motivation by using effective motivational strategies in their language classroom.

1.3. The significance of the study

The extensive research into L2 motivation shows that this is an area which has a significant effect on the learning of English as a second/foreign language. Dörnyei (2005) asserts that without adequate motivation long term goals and achievement in L2 learning can never be accomplished. Oxford and Shearin (1994, p.12) state that motivation influences various aspects of language learning such as 'how much students interact with native speakers, how much input they receive in the language being learned...[and] how well they do on curriculum-related achievement tests'. Ushioda (2012) puts forward the idea that motivation for L2 learning, unlike first language (L1) learning where motivation is not an issue for an infant acquiring their L1, has a strong effect on whether L2 learning occurs. Based on the importance of motivation in L2 learning, further investigation into how learners are motivated is needed in order to understand how to initiate and sustain L2 motivation in the L2 classroom. Therefore, this study investigates the motivational strategies which can be used by EFL teachers to promote their students' motivation, in the context of Saudi Arabia. In particular, it considers the perceptions of EFL teachers and students about different motivational strategies. Dörnyei (2001a, p.28) defines motivational strategies as 'those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect'. This definition assumes that teachers can apply some motivational strategies in order to raise learners' motivation.

Motivational strategies have been studied by many researchers and in different contexts, such as Hungary, Iran, Korea, Saudi Arabia, Taiwan, and Turkey. Most of the research focuses on examining EFL teacher views about a number of motivational strategies (Alrabai, 2011; Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998;

Guilloteaux, 2013). Other studies focus on the effectiveness of the teachers' use of specific motivational strategies on student motivation, and find that there is a positive relationship between these two variables (Guilloteaux & Dörnyei, 2008; Moskovsky, Alrabai, Paolini, & Ratcheva, 2013; Papi & Abdollahzadeh, 2012). There is significantly less research examining the perceptions of the students about the effectiveness of particular motivational strategies (Deniz, 2010). In addition, very little research has been conducted to compare the views of both students and teachers towards L2 motivational strategies within the same context (Ruesch, Bown, & Dewey, 2012). Although a number of studies have examined motivational strategies, there is only a small quantity of research which has been done in the Saudi context (Alrabai, 2011; Moskovsky et al., 2013) and none of this research has been conducted in the context of a preparatory year within a university setting.

The preparatory year at university level, in Saudi Arabia, is an important context, as students who are admitted to study at the university have to successfully complete an intensive English language course. They cannot start studying their undergraduate major until they pass certain courses including an intensive English language course. More details about the context of the study will be provided in section 1.5.

It has been highlighted that the teaching practices which might be seen as motivational in one context might be seen as less useful in another context (Dörnyei & Csizér, 1998). Therefore, further investigation into teacher perceptions about strategies which can contribute to and promote L2 motivation is needed within the Saudi context in order to gain a more reliable understanding.

Moreover, there is a clear gap in the research which examines the views of both EFL teachers and students within the same context. In an attempt to fill some of this gap, this research investigates the perceptions of EFL teachers and students in a university setting in Saudi Arabia. This could reveal discrepancies in their views towards motivational teaching practices, as teachers might implement strategies which are not perceived as being motivational by the students. In addition, teachers might neglect some motivational strategies which are valued by students. Examining the views of both EFL teachers and students could give a much greater understanding of L2 motivation and what strategies can contribute to it. This might help to introduce a balanced view of strategies that truly motivate students in the EFL classroom. As has previously been stated, understanding motivation is vital to the L2 learning process.

1.4. The purpose of the study

The main aims of the study are:

- To investigate the EFL teachers' and students' perceptions of motivational strategies in the context of Saudi Arabia.
- To examine their understanding of L2 motivation and what contributes to it.
- To compare teachers' and students' views about motivational strategies in order to examine a potential mismatch between them.

The study addresses the following research questions:

- What are EFL teachers' perceptions about different motivational strategies in the Saudi women's university context?

- What are EFL students' perceptions about different motivational strategies in the Saudi women's university context?
- In what way do EFL teachers' and students' perceptions of these motivational strategies in this context differ?

1.5. The context of the study: Saudi Arabia

1.5.1. English language teaching (ELT) in Saudi Arabia

The Saudi educational system has four main stages: primary stage (grades one to six), intermediate stage (grades seven to nine), secondary stage (grades ten to twelve), and then university level, which usually starts from the age of 18. Single-sex education is adopted in all schools and universities in Saudi Arabia; hence, the participants of this study are all female as it is conducted within universities for women.

English is taught from the fourth grade (from the age of ten). The overall aim of ELT in Saudi public schools is to enable students to speak, read, listen to and comprehend simple 'correct' English and to write correct and simple passages in order to be able to communicate with other English speakers (Aldosari, 1992). At university level, English is taught in all universities and colleges, and the level of English which is taught is different and depends on department and university requirements (Al-Asmari, 2005).

Although English is taught from an early age, Saudi students' English fluency does not often reach the intended level. At the end of the twelfth grade, the majority of students have the ability to produce only a limited number of correct English sentences and are not fluent in English communication (Alfallaj, 1998). Alfallaj (1998) points to some

factors that might lead to such weaknesses in learning English. Such factors include the use of traditional teaching methodologies, for example, grammar translation and audio-lingual methods, as well as the limited use of technology in teaching English.

To face the low achievement levels of students in English, most universities in Saudi Arabia have introduced the preparatory year, which is the first year at university where students study an intensive English language course along with other general modules, such as computer sciences and research methods. Students have to pass this year successfully in order to start studying in their majors at university. In the following section, there will be an explanation of the teaching of English in the preparatory year of those universities which participated at this study.

1.5.2. Preparatory year in the higher education context

Higher education in Saudi Arabia includes the government, private universities and colleges which are supervised by the Ministry of higher education (MOHE). Successful students are awarded a graduate degree after studying for four to five years. Most higher education institutions are called universities and some of them are known as colleges. There is no main difference in terms of the degrees given by these institutions as all of them offer 'Bachelor degrees' to their students who successfully complete the required modules. However, universities generally offer a wide range of academic departments in the field of Arts and Sciences, whereas colleges tend to be smaller.

A number of universities and colleges have introduced a preparatory year recently to prepare their students to undertake their undergraduate study, and more universities introduce this programme every year. Their major objective is to prepare the students

for their university studies. They do this by teaching students different modules in the preparatory year, including English language skills, computer literacy and communication skills, to bridge the gap between the secondary school studies and the higher education studies. One of the major aims of the preparatory year is to develop the English language skills of students to at least an intermediate level. This is reflected in the teaching hours of English, as it is taught for 17 to 19 hours a week while other general modules are taught for about two hours a week.

Some universities teach English for general purposes (EGP) in their preparatory year and others teach English for specific purposes (ESP) for students who will major in particular departments, such as medicine, nursing, engineering or computer science. In terms of motivation, it is believed that learners studying ESP are highly motivated to learn English as it is related to their needs and interests, and 'learners know specifically why they are learning a language' (Hutchinson & Waters, 1987, p.6). As for learners studying EGP, they appear to be less motivated to learn an L2 as it is not necessary for their future subject but is just an extra prerequisite for university study. For this reason, the current study was conducted at universities which teach EGP.

1.5.3. The Saudi learning culture

This section gives an overview of the learning culture in the examined contexts (three higher education institutions in Saudi Arabia). It focuses on those aspects of the learning culture related to the current study, including the teacher's role in the classroom, assessment, the prevalent teaching methodology, and the use of L1 and L2.

Most classes in Saudi are teacher-centred. The teachers are viewed as the conveyors of information, and students are the receivers. Hamdan (2014) states that the main principle of the educational system in Saudi is information transmission from the teachers to the students. Just as the teacher's role is to deliver information, the assessment aim is to measure the academic outcomes of the students, and the examination system is the main tool of assessment (Al-Saloom, 1987). The English exam measures mainly student achievements in the English skills including writing, reading, speaking, and listening. In more recent research, Darandari and Murphy (2013) assert that higher education institutions in Saudi Arabia are still dominated by this kind of traditional assessment. The teacher's role in the classroom and the assessment approach have been widely criticized (e.g., Almutairi, 2008; Darandari & Murphy, 2013). Darandari and Murphy (2013) call for a more student-centred approach in the teachers' role and assessment procedures which involve students taking greater responsibility for their assessment.

With regard to the approach used in teaching the English curriculum, it can be said that a communicative approach is adopted. However, teachers in the Saudi context have not completely discarded the traditional methods of teaching such as grammar-translation and audio-lingual method (Abu-Ras, 2002; Bakarman, 2004). These approaches fit well with the teacher-centred philosophy. The final aspect of the learning culture is the use of L1/L2 in the English language classroom. Recently, ELT in Saudi has adopted the rule of 'no Arabic' use in EFL classrooms, as the policy makers believes that using only L2 in the classroom 'facilitate the best English language learning conditions' (Jenkins, 2010, p.459). However, this approach neglects some of the benefits of using L1 in the classrooms. For example, using L1 relates to the experiences of L2 learners and 'allows for language to be used as a meaning-

making tool and for language learning to become a means of communicating ideas rather than an end in itself' (Auerbach, 1993, p.20). The use of L1 also has useful outcomes such as reducing student anxiety (Hall & Cook, 2012).

The elements of the learning culture which are examined in this section illustrate the nature of teaching and learning English in Saudi Arabia. These elements may have an effect on participants' beliefs about motivational strategies.

1.5.4. Scholarship programme

In addition to universities and colleges, MOHE has initiated scholarship programme called 'King Abdullah Scholarship program' since 2005. It was established to equip Saudi students with knowledge and skills needed to 'compete on' an international level in business and scientific research (Bukhari & Denman, 2013; MOHE, 2013). Students must meet a certain criteria to be accepted in this program. These criteria relate mainly to academic achievement levels and age. Scholarship programme provide opportunities for students to study in different undergraduate and postgraduate courses overseas. Such courses include medicine, nursing, pharmacy, pure sciences such as mathematics, finance, accounting, law and insurance. The universities are selected by MOHE based on their academic excellence, and most of them are in English speaking countries such as America, the United Kingdom, Canada, Australia and Ireland (MOHE, 2013).

1.6. The organisation of the thesis

This chapter has presented the background, significance and purpose of the study, which is followed by an explanation of the context of the study. The next two chapters encompass the literature review. Chapter 2 begins by discussing the most influential theories of motivation within educational psychology theories. It then focuses on explaining the development of L2 motivation research. Chapter 3 provides an overview of the frameworks of motivational strategies and the studies examining such strategies. Chapter 4 describes the design of the study, the instruments used and the different stages of the research. After that, the results are presented in Chapters 5 and 6. Chapter 5 presents the quantitative results of the study, and Chapter 6 provides the qualitative interpretation of the findings. The result chapters are followed by Chapter 7 which discusses the main findings of both the quantitative and qualitative data. The last chapter provides a summary of the research as well as theoretical and pedagogical implications. It also discusses the limitations of the study, and includes some suggestions for future research.

Chapter 2. Motivation theories

2.1. Introduction

This chapter discusses different aspects of motivation which relate to this study. It includes two main sections. In the first section, key theories of motivation in educational psychology are presented. These are expectancy-value theories of motivation, attribution theory, self-efficacy theory, self-worth theory, self-determination theory and goal theories. The second section provides an overview of the development of motivation theories which relate to second/foreign language learning (L2 motivation).

2.2. Motivation theories in psychology

2.2.1. Expectancy-value model of motivation

Expectancy-value theories of motivation are based on a cognitive view of human behaviour. Some theorists in this field (e.g., Atkinson, 1957; Wigfield, 1994; Wigfield & Eccles, 1992) argue that two key factors can explain individuals' choice, persistence and performance on a task: their expectation of success in a certain task and the value which they attach to their success on such task.

Within expectancy-value model, achievement motivation theory has been developed and the leading researcher of this theory is Atkinson (1957, 1964). This theory suggests that there are two underlying factors affecting motivation, which are the need for achievement and the fear of failure. These two factors include the individuals' perceptions of their success probability and the incentive value such as the value of

succeeding in a task. According to this theory, an individual with a high need for achievement could fail at a task and their motivation would increase. The motivation of a student with a high level of fear of failure would decrease in the same situation. These two factors could complement each other to increase motivation, but could also decrease motivation depending on the values of the individual. This theory, while powerful, assumes, however, that individuals' motivation is innate and based mainly on the outcomes of the task and not on external influences which are present during the task. In an academic context, it is important to consider the teacher's role in motivating students which means that external factors do or can have an effect on students' motivation, as well as internal factors. This outcome-based theory also does not consider the process of the task. As indicated by Kuhl (2001), achievement motivation theory does not explain why individuals with a high fear of failure actually perform better than those with a higher need for achievement in a relaxed environment. Therefore, it can be seen that the process rather than the outcome alone needs to be considered in relation to motivation.

A more contemporary theory within this model is that of 'task theory', which is related to the work of Eccles and Wigfield (e.g., Eccles et al., 1983; Eccles, 2007; Wigfield, 1994; Wigfield & Eccles, 2002). They develop a comprehensive model to explain 'task value', which addresses the importance of the task process. This theory includes four elements:

- *Attainment value* emphasises the important of the successful completion of a task or activity.
- *Intrinsic value* refers to the enjoyment that results from accomplishing a given task or activity in a good way.

- *Utility value* concerns the way in which a task relates to the future plans of an individual.
- *Cost* refers to the exertion required to make the decision to do the task. For example, an individual might engage in a task which requires effort and time.

This theory is based on more personalised motivating factors addressing individual needs and goals in the present and future. To adopt this theory in an educational setting, Brophy (2004) suggests that the task theory model could be used, but with more focus on the cognitive aspects of learning the academic content. He seems to be aware that, while this theory is useful, there are other academic factors to consider which include the need for the student to achieve academically for current and future success.

From this model of motivation, it can be seen that individual motivation is viewed as innate behaviour which is influenced by the outcomes and the process of a task. In addition, it also explains the role of external factors such as teachers in influencing individual motivation (an area of interest in this study in terms of the strategies which are used to motivate students). This study is conducted in an educational context, and interested in examining teacher and student beliefs towards motivational strategies.

2.2.2. Attribution theory

Weiner (1992) explores motivation from an attribution perspective. He states that attribution theory is based on the idea that the individuals' explanations of their past successes or failures has an influence on their future behaviour. It suggests that there is a casual relationship between past experiences and an individual's motivation to initiate future actions. Within the framework of attribution theory, three casual features

of motivation are identified, which are locus, stability and controllability. Locus is the location of the cause and it can be internal or an external to the individual. An example of internal cause is an ability or effort factor, whereas luck is considered an external cause. Stability refers to the relative survival of a particular cause over time. For example, aptitude would be a stable factor, while effort and skill are considered unstable. The final casual feature is controllability which points to an individual's control over a particular cause. A factor such as effort can be regarded as a controllable casual factor, whereas shyness would be a less controllable factor (Weiner, 1985).

One of the strengths of attribution theory is that it points out that human action does not occur in isolation, but rather it has its antecedents and consequences. People's choice of behaviours depends on prior experiences and individuals' subjective views of these events. The main assumption of attribution theory is that self-attributed success leads to higher satisfaction than external factors in that it is 'ego enhancing' to attribute success to the self rather than an external factor, and 'ego-defensive' to attribute failures to external factors rather than to the self (Weiner, 1992, p.245). Therefore, it can be assumed that when students succeed in a task they are likely to attribute their success to their ability and effort; however, in the case of failure, they may ascribe their failure to bad luck or bad teaching. If a factor of failure is perceived as controllable or unstable, such as effort (controllable) or luck (unstable) students are more likely to succeed if they try again, whereas if the reason for failure is perceived as internal (ability) they are more likely to fail. The most dangerous attribution for past failure affecting future success is attributed to ability, which is uncontrollable, stable and internal and creates feelings of shame and humiliation (Weiner, 2000).

A main critique of this theory relates to the factors which are external and controllable, such as a difficult course. Pintrich and Schunk (2002) argue that it is not possible to combine these two attributes which are external to the individual and yet controllable. The debate seems to hinge on who is regarded as being in control. Weiner (2007) argues that it is from the perception of the individual who believes the other party has the control. Here we can see that the main limitation of this theory is based on the fact that all these factors are purely perception-based and so vary dramatically between individuals based on how they perceive such factors, which is also acknowledged by Weiner (2007). He (2007) recognises the effect of other people, such as teachers and peers, on students' perceptions which can also affect the amount of effort the students will expend on that activity in the future. This is an important theory in terms of this study as it indicates that teachers have a role in motivating students.

The perception of ability, in attribution theory, is clearly shown as the most motivating or demotivating factor in terms of students' future efforts, yet Weiner's (1985, 2000) main focus is on how past experiences affect their perceptions. Other theories, such as self-efficacy theory explore the causes and factors contributing to these beliefs in more detail.

2.2.3. Self- efficacy theory

A leading theorist of self-efficacy is Albert Bandura, who introduces this theory in 1977 as part of his social cognitive theory of motivation. Social learning theory suggests that an individual's achievement depends on the interactions of three factors, namely cognitive and personal factors, behaviour and environmental events. One of the

indexes of the cognitive factor is the beliefs of self-efficacy (Bandura, 1977). Self-efficacy is 'people's beliefs about their capabilities to exercise control over their own level of functioning' (Bandura, 1993, p.118). It concerns an individual's self-belief regarding their own abilities to succeed in a task. It has an influence on an individual's feeling, thinking, motivation and behaviour. People with low self-efficacy perceive difficult tasks as 'personal threats'. They focus on their own weaknesses and the difficulties they encounter rather than paying attention to doing the task successfully. In contrast, people with high self-efficacy have a strong sense of achievement behaviour which helps them to approach difficult tasks, to persevere with a task, and to 'sustain their efforts in the face of failure' (Bandura, 1993, p.144).

Four factors determine self-efficacy, which are 'Performance accomplishments', 'Vicarious experience', 'Verbal persuasion' and 'Emotional arousal' (Bandura, 1997, p.195). Performance accomplishments include the experience of completing similar tasks or observing other people modelling the new task. Vicarious experience entails the observation of other people's behaviour which helps individuals to form models of how actions should be performed. Verbal persuasion can involve significant factors such as encouraging students to learn, and facilitating their access to educational resources. Emotional arousal includes attribution, relaxation and anxiety. For example, a person who feels stressed or anxious may not behave in a productive manner.

Zimmerman (2000) agrees that self-efficacy beliefs have shown to be a major influential factor in academic motivation. Self-efficacy beliefs appear to affect different aspects of academic motivation, such as predicting the choice of tasks (Bandura & Schunk, 1981), and positively relating to level of efforts (Salomon, 1984). However, it

is important to note that this is very difficult to measure as such beliefs 'are the product of a complex process of self-persuasion that is based on cognitive processing of diverse sources (e.g. other people's opinions, feedback)' (Dörnyei & Ushioda, 2011, p.16). Thus, it can be seen that self-efficacy beliefs are wholly subjective and depend on the way the individual processes the information they have received.

2.2.4. Self-worth theory

Self-worth theory is associated with the work of Covington (e.g., Covington, 1992, 2000; Covington & Beery, 1976). He (1992, p.74) states that self-worth theory 'assumes that the search for self-acceptance is the highest human priority, and that in schools self-acceptance comes to depend on one's ability to achieve competitively'. This theory presumes that individuals are motivated to establish and maintain a sense of personal worth since their worth will be measured in relation to their ability to achieve.

In the school settings, students develop many defensive strategies, in particular when they have doubts about their ability to achieve a task or activity. Such strategies include 'self-worth protection', 'self-handicapping' and 'defensive pessimism' strategies (Covington, 2000). Within a self-worth protection strategy, students, who face or fear facing failure, consider 'not trying' as 'a virtue'. They do not try to do a task, or at least give the impression that it is not being done in order to provide an excuse for their failure. The next strategy is self-handicapping in which failure-threatened individuals create excuses by creating some obstacles (either real or imagined) to their performance. For example, if students study at the last minute for their exam, their failure will not be attributed to their inability, but instead it can be attributed to low efforts. Defensive pessimism is a technique in which individuals lower

the expectations of succeeding or the importance of a task so that they reduce their feelings of anxiety and do not take their study seriously.

Students, therefore, may become more concerned with preserving their sense of self-worth rather than their academic progress. Covington (2000) indicates that, in a school context, students evaluate their worth in terms of the kinds of grades they achieve. A criticism of this theory would be that it relates to the idea of individual and competitive learning which does not take into consideration the notion of cooperative learning. In the environment of cooperative learning, strategies such as self-handicapping are reduced as the element of direct competition is removed in order to promote students' motivation (Slavin, 1996; Sharan & Shaulov, 1990).

2.2.1. Self-determination theory

One of the most well-known distinctions in motivation theories is that of intrinsic and extrinsic motivation. According to Deci and Ryan (1985, p.245), intrinsic motivation is 'in evidence whenever students' natural curiosity and interest energize their learning'. Extrinsic motivation, on the other hand, refers to a desire to obtain a reward or avoid punishment; therefore, the focus is on external stimuli. Intrinsic motivation is often considered as 'good' motivation, whereas extrinsic motivation is regarded as a 'pale and impoverished' counterpart (Ryan & Deci, 2000, p.55).

An expanded theory relating to these two types of motivation is called the self-determination theory (SDT) which was developed by Deci and Ryan in 1985. SDT does not look at extrinsic and intrinsic motivation as separate entities but rather as a continuum moving from the extrinsic to the intrinsic. The essential notion of this continuum is internalization which is defined as 'an active process through which

people engage their social world, gradually transforming socially sanctioned mores or requests into personally endorsed values and self-regulation' (Deci & Moller, 2007, p.589). SDT states that there are three basic psychological needs: the need for competence, relatedness and autonomy. Competence relates to the need for social interaction and demonstrating skills. Relatedness refers to the need to belong and feel connected to others, and autonomy to the desire to engage in the learning activity. Ryan and Deci (2002) find that people's motivation is enhanced when socio-contextual conditions provide them with opportunities to support these psychological needs. In the context of schools, classroom conditions should satisfy these needs for students in order to promote their motivation (Deci & Ryan, 2000).

SDT is supported by the findings of many studies. For example, it is revealed that the students' sense of well-being is related to the degree in which their needs for competence, relatedness and autonomy were fulfilled (Reis, Sheldon, Gable, Roscoe, & Ryan, 2000). In addition, a study conducted with college students reveals that autonomous motivation rather than controlled motivation predicts goal attainment (Sheldon & Elliot, 1998).

In general, it can be said that SDT helps to describe the way in which the fulfilment of basic needs can be formed into actions. It presents individuals as agents of their own behaviours rather than responding to external stimuli. It shows that there are more complex elements behind the traditional distinctions of extrinsic and intrinsic motivation often found in psychological theory.

2.2.2. Goal theories

2.2.2.1. Goal setting theory

Two of the main advocates of goal setting theory are Locke and Latham (e.g., Locke & Latham, 1990; Locke & Latham, 2002). They (1990, pp.81-85) argue that the actions of individuals 'is caused by purpose, and for action to take place, goals have to be set and pursued by choice'. Locke and Latham (2002) found that specific and difficult goals motivate people more than encouraging them to do their best. Therefore, the main qualities of motivating goals are specificity and difficulty as they lead to persistence in doing a task as well as better performance (Locke & Latham, 1990). Along with these qualities, three factors are necessary in order to set effective goals. These factors are goal commitment, feedback, and task complexity. To ensure people's commitment to achieve a goal, the goal attainment should be important and people should believe in their capability to achieve it (self-efficacy). Feedback on the people's progress and setting complex tasks are also factors to set effective goals (Locke & Latham, 2002).

Although the previous research of Locke and Latham (1990, 2002) is related to organisational context, it was found that using goal setting with students motivates and helps them sustain their efforts in the task (Page-Voth & Graham, 1999). Oxford and Shearin (1994) recognise the usefulness of goal setting in stimulating L2 learning motivation and believe that it is massively under-utilized in language education. However, it should also be recognised that overusing goals or setting goals within very complex tasks may have an opposite effect on student performance as they become preoccupied with achieving the goal rather than focussing their efforts on performing the task. Although Brophy (2004) suggests that goal setting can be used in the

educational setting as a powerful motivational strategy, he suggests three conditions to implement goal setting effectively. These conditions include introducing realistic and specific goals, and introducing them before students start working on a task. He seems to disagree with Locke and Latham (1990, 2002) here, as he believes that, in the language learning environment, setting overly challenging goals can be counterproductive.

2.2.2.2. Goal-orientation theory

Unlike goal setting, goal orientation theory is related to educational psychology, where researchers adopt different approaches to investigate how children learn and their performance (e.g., Ames, 1992; Dweck, 1992; Pintrich, 2000). The focus of this section will be on the areas which relate to the subsequent literature of second language motivation, which are mastery and performance goals.

A significant contribution of the theory lies in its distinction between two types of goal constructs which are mastery orientation and performance orientation (Ames, 1992). Students who are mastery-oriented are motivated by their willing for successful learning and performing of specific tasks; whereas students who are performance-oriented do the tasks in order to show their ability, have good marks and demonstrate their ability compared to others (Ames, 1992). Ames and Arches (1988, p.260) argue that mastery goal-oriented students approach the task with 'more effective strategies, preferred challenging tasks, had a more positive attitude toward the class, and had a stronger belief that success follows from one's effort.' On the other hand, performance-oriented students 'tended to focus on their ability, evaluating their ability negatively and attributing failure to lack of ability' (Ames & Arches, 1988, p.260). It appears that performance-oriented students are more concerned with how they appear to others

and focus on their ability. Their focus on their ability could be linked to the theory of self-efficacy, which is discussed earlier. The danger here is that if they fail, they are less likely to try again. Mastery-oriented students focus more on learning to perform a task successfully which results in a stronger sense of self-worth and this could play a key role in motivating them. Therefore, it can be said that mastery-orientated students are more motivated to complete the task, as they are more likely to continue until they succeed. As performance-oriented students will view their self-worth in terms of grades and achievement, they are more likely to resort to using the strategies mentioned earlier by Covington (2000) to protect their self-worth.

Both goal setting and goal-orientation theories focus only on academic achievement in the academic context. However, Wentzel (2000, 2007) argues that student achievement can be affected by the integration of both social and academic goals, because goals are 'socially derived constructs that cannot be studied in isolation of the rules and conventions of culture and context' (Wentzel, 2000, p.106).

So far, this section has discussed some of the common motivation theories in psychological research, which are relevant to this study. Most of these theories inform the research in L2 motivation, in particular in the 1990s. In the following section, the important stages in the development of L2 motivation research will be presented.

2.3. The development of L2 motivation research

2.3.1. Social psychological period

Early research in L2 motivation (from around 1960) saw the emergence of socio-psychological period, which includes the development of many theories. Examples of such theories are Gardner and his colleagues' theory of L2 motivation (e.g., Gardner & Lambert, 1972; Gardner & MacIntyre, 1993), linguistic self-confidence (e.g., Clément, 1980), intergroup model (e.g., Giles & Byrne, 1982) and acculturation theory (e.g., Schumann, 1978). One of the arguments of the theories proposed in this period is the emphasis that L2 motivation is distinct from the motivation of other types of learning (Ushioda, 2012). One possible reason for this is that a foreign language subject, unlike other subjects, is related to social cultural factors such as cultural stereotypes and language attitudes (Gardner & Lambert, 1972), and these need to be accounted for in theories of L2 motivation.

In this section, two of the theories that emerged in this period will be discussed as they are more closely related to the study. These are Gardner and his colleagues' theory of L2 motivation (e.g., Gardner, 1979), and the linguistic self-confidence concept of L2 motivation (e.g., Clément, 1980).

2.3.1.1. Gardner and his colleagues' theory of L2 motivation

The field of L2 motivation was essentially founded by the work of Gardner and Lambert in Canada in the late 1950s (Dörnyei, 2001b). Gardner (1979) argues that second/foreign language learning is different from other forms of learning, as it does not only involve learning new information but also 'acquiring symbolic elements of a

different ethnolinguistic community' (p.193). Gardner's (1985, 2000) motivation theory was one of the main elements in his socio-educational model of second language acquisition, as appears in Figure 2.1.

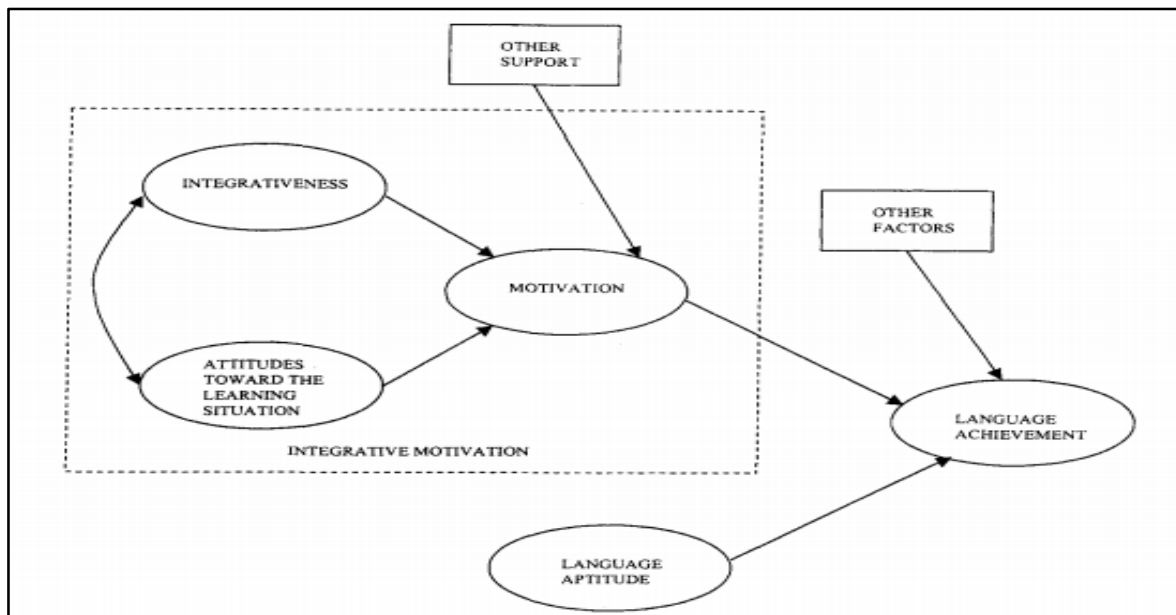


Figure 2.1: Basic Model of the Role of Aptitude and Motivation in Second Language Acquisition (Gardner, 2000, p.17)

Gardner (1985) defines motivation as 'the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language' (p.10). As shown in Figure 2.1, motivation, language aptitude and other factors, such as anxiety, are believed to directly support L2 achievement. As this study is concerned with L2 motivation, areas related to motivation in this model will be discussed. Gardner (2000) argues that three factors could support motivation namely integrativeness, attitudes towards the learning situation and other support. The first factor, integrativeness includes positives attitudes toward the L2 speaker community, interest in foreign languages and integrative orientation (Lalonde & Gardner, 1984). Integrative orientation includes an interest in language learning in order to

communicate with members of the second language community (Gardner, 1985). The second factor is attitudes towards a learning situation which involves the evaluation of L2 teachers, L2 curriculum and L2 class (Gardner, 2005). The third factor, 'other support', includes instrumental orientation (Gardner, 2005) which involves the perception of a practical value in L2 learning. A learner with instrumental orientation regards language as a tool to get a reward, such as a better job, or special social status (Gardner, 1985). As seen in the previous figure, these three factors relate directly to L2 motivation and indirectly to L2 achievement. One of the key principles of Gardner's (1985) theory of L2 motivation is the relationship between motivation and orientations whereby the orientations are the goals which precede motivation and help to promote motivation. It could be said that his classification of integrative and instrumental orientations is the commonly known concept in language learning motivation research (Dörnyei & Ushioda, 2011).

Another key aspect in this theory of L2 motivation is the concept of 'integrative motivation', which is different from integrative orientation. As appears in Figure 2.1, integrative motivation includes three factors, explained above, which are integrativeness, attitudes towards the learning situation and motivation. It does not include 'other support'. Many studies have examined the existence of integrative motivation among different language learners and have found that it relates to L2 achievement (e.g., Clément, Gardner, & Smythe, 1979; Gardner & Lambert, 1972; Gardner & MacIntyre, 1993; Muchnick & Wolfe, 1982). Most of these studies used the 'Attitude/Motivation Test Battery' (AMTB), of which the original items were first developed by Gardner (1958, 1960) and then by Gardner and Smythe (1975). The AMTB aims to examine the linguistic competence and non-linguistic goals of participants, such as attitudes towards the L2 community.

In spite of the early contribution made by Gardner and his associates in understanding L2 motivation, Gardner's theory received criticism at the time it was published due to the specific context in which it was developed notably in Canada which has a bilingual social context, and the fact that it related to second language acquisition as opposed to EFL learning.

Notwithstanding the strengths of Gardner's view of L2 motivation, there have been many researchers that point to some limitations of the model. Many researchers have questioned its applicability in other EFL contexts where the contact with L2 speakers is limited (e.g., Dörnyei, 1990; Oxford & Shearin, 1994). Due to where it was developed and its focus on second language acquisition, it is argued that the idea of integrative motivation is applicable in a bilingual community, but would not represent the feelings of EFL learners in monolingual and non-English speaking countries. In the Saudi context, a monolingual country, studies examining L2 motivation have found that students are more typically instrumentally motivated (Al-Amr, 1998; Al-Shammary, 1984; Moskovsky & Alrabai, 2009). However, many other studies conducted to investigate the motivational constructs of L2 learners (in a foreign language context) provide similar results showing that an integrative element has the most effect on L2 motivation (e.g., Csizér & Dörnyei, 2005; Dörnyei & Clément, 2001).

Another limitation of Gardner's theory is the applicability of integrative motivation in the time where English is a global language and used as a medium of communication as a 'Lingua franca' (Crystal, 2003). In this global age, it can be argued that the English speaking culture is no longer a completely separate entity as it was in the past, but that it is very much a part of a global culture. Several studies have found that L2 motivation could involve identification with an international and globalised world, which

uses English as a language of communication, rather than identification with a specific English speaking community. For example, Yashima (2002) suggests that some people are motivated to learn English because it is an international language of communication. She (2002) refers to 'international posture' which she defines in relation to the Japanese people as the 'interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partner, and ... openness or a non-ethnocentric attitude towards different cultures' (p.57). Lamb (2004) indicates also that motivation in L2 learning could be partly because of the desire to pursue a 'bicultural identity' which includes international and local identity. Stockwell (2013) argues that in the age of rapid technology advancements, the role of social technology shapes the identity and motivation of L2 learners, as learners have access to a wide range of authentic resources.

In the current study, some of the motivational strategies examined are related to integrative and instrumental motivation. It will be important to see the views of teachers and students about such strategies and whether they are in line with previous research in the Saudi context, or whether globalisation has affected their opinions.

2.3.1.2. Linguistic self-confidence

Linguistic self-confidence is a construct of L2 motivation which was developed by Clément and has been supported by many empirical studies (e.g., Clément, 1980; Clément & Kruidenier, 1985). Clément, Dörnyei and Noels (1994) define linguistic self-confidence as having low anxiety and high perceptions of a learner's competence. They (1994) also state that linguistic self-confidence 'influences L2 proficiency both

directly and indirectly through the students' attitude toward and effort expended on learning English' (p.441). Linguistic self-confidence includes an affective factor which is language use anxiety, defined as 'the discomfort experienced when using a L2' (MacIntyre, Clément, Dörnyei, & Noels, 1998, p.551). It also comprises a cognitive factor which is perceived as L2 competence. Here, it is important to note that the competence is perceived and not real; therefore, it can be distorted and will be affected by many variables.

Clément et al. (1994) suggest that linguistic self-confidence is the main motivational element in situations where a foreign language is taught, and where there are few opportunities of direct contact with L2 members, but available opportunities of indirect contact through media. This can be because if L2 learners have high linguistic self-confidence they are much more likely to have indirect contact with the L2 community such as through watching English films. Based on the concept of linguistic self-confidence, having high linguistic self-confidence might help L2 students to believe that they have the ability to achieve their goals or finish their tasks successfully.

A related concept to linguistic self-confidence is the 'willingness to communicate' (WTC) which is developed by MacIntyre et al. (1998). They (1998) propose a hierarchy of linguistic variables which might contribute to willingness to communicate, including self-confidence, the desire to communicate with a person and communicative competence. Of these variables, the most relevant to this study is learner confidence, which is believed to be one of the precedent factors influencing 'willingness to communicate in a L2'. Linguistic self-confidence when associated with a willingness to communicate can begin to explain why some students will actively seek communication in a L2, while others will seek to avoid it even when competency is not

an issue. Some students with high competency will avoid social situations where they need to use the L2. This shows that variables such as different situations alter linguistic self-confidence.

The concept of linguistic self-confidence is important in explaining motivation of L2 learning as it acknowledges that personal beliefs of L2 learners affect their linguistic self-confidence and eventually their L2 learning. Within this study, one of the scales examined considered motivational strategies which are believed to promote the self-confidence of L2 learners.

Before moving to the next section, it should be noted that the research in the social psychological period focuses on understanding the different components of L2 motivation which lead to L2 achievement, rather than the strategies or techniques which could influence L2 motivation. In the following phase of L2 motivation research, the research will be more related to classroom context with suggestions of more practical strategies used by EFL teachers.

2.3.2. Expanding the research of L2 motivation

In the 1990s, there was a shift from a social psychological view of motivation to more educational and cognitive views. Such moves were led by Crookes and Schmidt (1991) who called for a 'Reopening [of] the research agenda' of L2 motivation. They (1991) argue for the need to go beyond the dominant research of L2 motivation which follows a social-psychological model, and question the pedagogical usefulness of such research for teachers in the classroom context, stating that:

When teachers say that a student is motivated, they are not usually concerning themselves with the student's reason for studying, but are observing that the student does study, or at least engage in teacher-desired behavior in the classroom (Crookes & Schmidt, 1991, p.480).

At about the same time, other researchers suggested a need to expand the theoretical framework of L2 motivation and to adopt the theories of motivation in educational psychology (as explained in the first section of this chapter) to examine L2 motivation (Dörnyei, 1994; Oxford & Shearin, 1994). Therefore, Dörnyei (2005) calls this period the 'cognitive-situated' period, which does not neglect the influences of the social psychological approach, but also adopts cognitive theories in motivation research in psychology. In addition, researchers in this period, focus on a micro-perspective of L2 motivation in that they provide 'a more fine-tuned and situated analysis of motivation as it operates in actual learning situations (such as language classroom)' (Dörnyei, 2005, p.74). Due to this, the learning environment is seen as a L2 motivational factor and research became more relevant to teaching practice and the L2 classroom. This is important for many EFL learners since L2 learning is essentially a classroom-based experience, and in many contexts, communication with L2 speakers can be very limited. Ushioda (2012, p.61) also states that it is important to situate research 'particularly in classroom contexts where L2 learning is compulsory and learners have no choice and may be poorly motivated'. This idea is particularly applicable to the context of this study as English, as explained in the introduction chapter, is a mandatory subject for all students in the preparatory year at the universities participating in the current study.

Research, in this period, can be classified into two groups. The first group involves studies which examine L2 motivation by adopting the theories of motivation in

educational psychology. Examples of such research areas are self-determination theory, attribution theory and task motivation (e.g., Dörnyei, 2002; Noels, 2001; Ushioda, 1996a; Williams & Burden, 1999). The second group includes studies which suggest strategies that may influence student motivation in the L2 classroom (Dörnyei, 1994; Oxford & Shearin, 1994; Williams & Burden, 1997). In the following section, there will be a discussion of the studies which are relevant to this research relating to the first group. The studies in the second group will be explained in Chapter 3 which discusses different research related to motivational strategies.

2.3.2.1. Self-determination theory (SDT)

Many researchers have provided empirical investigations of intrinsic and extrinsic motivation in L2 learning within the scope of SDT. The research in this field is initiated by the work of Noels and her colleagues (e.g., Noels, 2001; Noels et al., 1999; Noels, Pelletier, Clément, & Vallerand, 2000). Their research has two main aims which are examining the relationship between intrinsic and extrinsic motivation and the L2 orientations including integrative and instrumental reasons identified by Gardner (1985) and Clément and Kruidenier (1983). The second purpose is to investigate the effect of teachers' communicative style on students' intrinsic and extrinsic motivation, as well as, student autonomy. With relation to the first aim, Noels (2001) suggests that there are three orientations of L2 motivation, namely intrinsic, extrinsic and integrative. Intrinsic orientation refers to elements such as enjoyment, fun, satisfaction and a sense of accomplishment. Extrinsic motivation refers to a continuum which includes the external pressure to learn the target language, as well as the internal reasons for L2 learning such as valuing L2 learning. Integrative reasons include the positive

attitudes towards L2 community speakers. Noels and her colleagues' (2000, 2001) findings show that intrinsic and extrinsic motivation do not motivate as separate entities and both are needed for continued motivation to learn, thus supporting the updated framework of self-determination theory (Deci & Ryan, 1985).

The second aim of Noels' and her colleagues' research illustrates a shift in the studies examining L2 motivation as it focuses on teachers' roles and how they could influence student motivation. Noels (2001) points to the importance of teacher communication styles in intrinsic motivation. The results clearly show that teachers' style affected students' intrinsic motivation positively, whereby teachers' praise and encouragement to their students led to an increase in the learners' competence in their L2 learning. One of the main findings in this study was that students' motivation is increased when the teacher is less controlling and supports learner autonomy. Over-controlling teacher behaviour had a negative effect on L2 learning as this lowered learners' motivation. This indicates the importance of giving students autonomy to promote their motivation. More information about autonomy and its link to L2 motivation will be provided Chapter 3.

2.3.2.2. Attribution theory

The theory of attribution appears to be highly applicable to L2 motivation, and it is suggested that it might play a key role in examining the high rate of failure in language learning (Dörnyei, 2005). Based on the work of Weiner (e.g., 1992, 2000) in educational psychology, the attribution theory in L2 motivation research was developed. Researchers investigating the causal attributional processes of L2

learners' studies are based on the psychological theory that future outcomes are based on past experiences (e.g., Ushioda, 1996a; Williams & Burden, 1999).

Williams and Burden (1999) reveal that children between the ages of ten and 15 refer to different attributional patterns in their L2 success. For example, children (between nine and ten) assign their L2 success to a limited number of factors such as listening to the teacher and concentrating on the lesson. On the other hand, older children (between 13 and 15) ascribe their L2 success to a relatively broader range of attributions such as ability, experience and the teacher. Williams and Burden (1999) and Williams, Burden and Al-Baharna (2001) show how patterns of attributions may vary over time. The younger students' attributions are internal only, whereas the older students demonstrate a 'growing sense of externality' in their attributions (Williams et al., 2001, p.174). This could be attributed to past experiences whereby older students have more experiences to draw upon. However, this could also be caused by social aspects as children are less likely to challenge an authority figure or cognitive aspects as their younger brains are less developed to consider other external factors. In general, Williams and Burden (1999) demonstrate that teachers may play a 'significant role in the development of students' attributions' (p.193).

Ushioda (1996a, 2001) conducted qualitative studies which reveal that L2 motivation involves both internal and external attributions, but, unlike Williams and Burden's (1999) findings, the external attributions were more negative and related to students' beliefs about past failures. The participants in Ushioda's studies were university age students. The most significant findings were that students attributed their success in L2 learning to internal factors such as ability and effort, whereas failure in L2 learning is attributed to external factors such as lack of opportunities to practice.

The work of Williams and Burden (1999) and Ushioda (1996a, 2001) indicates that teachers might have a key role in influencing student motivation, and the indications here for teachers appear to be twofold. The first is to recognise and utilise external factors in a positive way. The second, and most important, is to understand their role in affecting students' perceptions about their own internal attributes focussing on those which can be controlled by the student, such as effort. If the attribute is controllable (such as effort), as has been seen in the psychological theory in the previous section, students are less likely to allow negative past experiences to result in future failures. If the students believe that their ability caused them to succeed or fail in the past this will affect their successes and failures in the future. The present study investigates these ideas using a scale which considers feedback and rewards from the teachers and how these relate to motivation.

2.3.2.3. Task motivation

One of the early studies into task motivation was conducted by Julkunen (1989) who made the distinction between two types of motivation called trait and state motivation. Trait motivation refers to the general motivation orientation of a student, usually relating to a students' long term goals, and state motivation refers to their motivation in a specific situation which relates more to the task and process of learning. Julkunen (2001) believes that task motivation relies on having both state and trait motivation. Dörnyei (2002) later developed this theory to take into account the more dynamic nature of motivation as he criticized Julkunen's (2001) theory of task motivation for being too static. Dörnyei (2002) introduces a 'task processing system', which involves three components, namely task execution, appraisal, and action control (Figure 2.2).

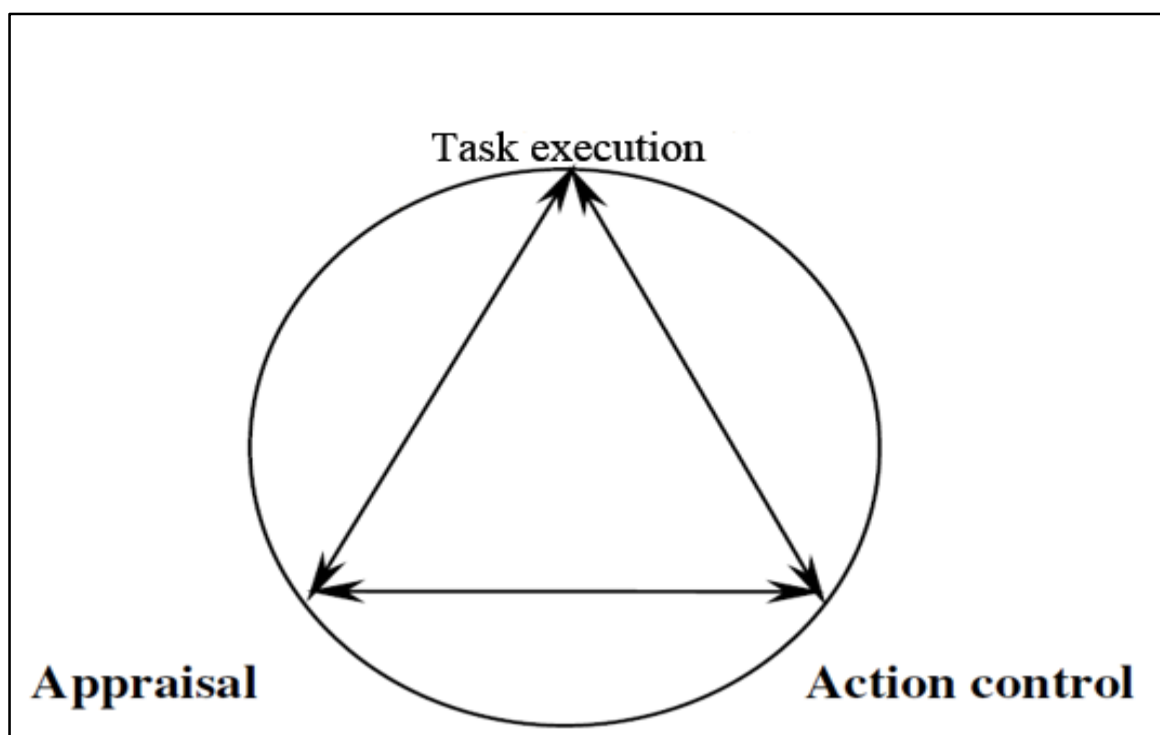


Figure 2.2: Task-processing system (Dörnyei & Ushioda, 2011, p.96)

Task execution refers to a learner's engagement in the task in terms of interest, relevance and enjoyment, which affects their willingness to participate following the action plan which can be created by the teacher or the student. Appraisal involves the learner's ongoing processing of the task with relation to what they are achieving and what they will do next. Action control refers to the consolidation and reflection of the task. Dörnyei's (2002) model appears to combine longer term learning outcomes with short term processes as he indicates that task motivation is 'fuelled by a combination of situation-specific and generalised motives' (p.151).

Dörnyei's (2002) views of 'task motivation' could be difficult to apply to the teaching practice in an L2 classroom, as students' motivation to do a task will vary. For example, the elements relating to task execution may not appeal to all students in terms of task topic. Students' levels of English and personalities may also be factors affecting the

different components of task motivation. In terms of appraisal, it could be difficult for teachers to know if this is taking place, as it will be internalised and individual to the student. Based on this, the action control could also be difficult to assess, as the teacher cannot be sure of the information that the student has processed and it could be different for each student. However, it can be seen that task motivation acknowledges the dynamic nature of L2 motivation. In this respect, it seems that such a theory is closely related to the conceptualization of L2 motivation as a process-oriented behaviour, a theory which will be discussed in the next section.

2.3.3. Temporal perspectives of L2 motivation

Since the late 1990s, in a period known as the 'Process-oriented Period' (Dörnyei, 2005, p.83), there have been many studies which recognise the dynamic nature of motivation (Dörnyei & Ottó, 1998; Ushioda, 1996a, 2001; Williams & Burden 1997). This period focuses on the 'temporal frame of reference shaping motivational thinking' (Ushioda, 1998, p.82). As language learning tends to extend over a period of time, the L2 learner's motivation fluctuates over that time. Previous research of motivation (e.g., Clément, 1980; Gardner & Lambert, 1972), has implied that motivation is a static state, which does not show the complex nature of L2 motivation. This development can be considered as one of the major progressions in L2 motivation research.

One of the earlier pieces of research indicating the changing nature of motivation was conducted by Williams and Burden in 1997. They point to three separated stages of the motivation process along a continuum which are 'reasons for doing something', 'deciding to do something' and 'sustaining the effort, or persisting' (p.121). They state

that the first two stages relate to initiating motivation to do a particular activity, while the third stage involves maintaining motivation. Similarly, one of the main findings of Ushioda's (1996a, 1998, 2001) qualitative research, in addition to the causal dimension of L2 motivation, is highlighting its temporal nature.

This development in L2 motivational theories led to the introduction of the process model of L2 motivation by Dörnyei and Ottó (1998) and which Dörnyei (2000, 2001c) then elaborated. A process-oriented model appears essential to examine the dynamic and fluctuating nature of L2 motivation in a classroom whether during one class or over a period of time (Dörnyei, 2000). It is based on 'action control theory', a concept introduced by Heckhausen and Kuhl (1985) and Heckhausen (1991). Action control theory points out that motivated behavioural process involves two sequential phases, namely the 'predecisional phase' associated with the intention-formation process and the 'postdecisional phase' associated with the action implementation process within the motivated behavioural sequence' (Dörnyei, 2000, p.521).

The process-oriented model is divided into three phases, namely preactional, actional and postactional.

- *Preactional stage*

The preactional stage refers to an initial phase when the L2 learner is involved in forming an intention act which leads to a task or goal selection. Within this stage, there are three sub-processes: 'goal setting', 'intention formation' and 'initiation of intention enactment'. Depending on the action type, these sub-processes can occur in

sequence very rapidly, but sometimes there can be a gap between them. In some cases, 'the sequence can also terminate before reaching action' (Dörnyei, 2001b, p.87).

Goal setting is preceded by 'wishes/hopes', 'desires' and 'opportunities'. Having a goal does not entail the initiating of an action because there is not yet any commitment to start it. The next antecedent of an action is intention formation. Its difference from 'goal setting' lies in that it includes a sense of commitment to do an action. It involves an 'action plan', considering other possible goals and thinking of rewards of doing a task. Initiation of intention enactment, it is an important step involving an action plan that is needed to start an action. There are two conditions that need to be met in order for the action plan to take place: the means and resources needed for the planned action and an opportunity to start such an action. The action will not take place if one of these conditions is not fulfilled (Dörnyei, 2001b).

To illustrate this stage, we can imagine a student has to write an essay. Based on the previous steps, she might be motivated to do this task by setting a goal internally 'to write an essay'. After that, she starts thinking 'I want to write the essay and in order to do it I will spend an hour working on it'. This involves an action plan and commitment needed for intention formation. Next, the initiation of her intention for acting could be represented by 'I am going to write the essay'. As has been said, an actual action does not occur at this stage. Such a stage in L2 learning could be influenced by motivational factors which relate mainly to learning goals, learning outcomes, attitudes towards L2 and its speaker, and learner strategies (Dörnyei & Ushioda, 2011).

- *Actional stage*

The actional stage refers to the stage when intention is translated into action. There are three important processes to maintain and protect the generated motivation, which are 'subtask generation and implementation, a complex ongoing appraisal process, and the application of a variety of action control mechanisms' (Dörnyei & Ottó, 1998, p.50). The generation of subtasks and implementation relate to the learning behaviour which follows either the teacher's instruction or the developed action plan. As for the appraisal process, it consists of the L2 students' evaluation of different processes, including the stimuli present in the learning context, progress made towards the outcome of a task, and comparing the task (they actually have) with the predicted one. Action control mechanisms include 'self-regulatory mechanisms that are called into force in order to enhance, scaffold, or protect learning-specific action' (Dörnyei, 2001b, p.89). Such self-regulatory techniques involve language learning, goal setting, and motivation maintenance strategies. During the actional stage, the main motivational influences include the learning experience quality, social factors such as teachers and peers, and the opportunities for autonomous learning (Dörnyei & Ushioda, 2011). If an action proceeds and reaches the desired outcome, the L2 learners will engage in the next stage which is postactional phase.

- *Postactional phase*

The postactional phase starts after the achievement of the intended goal or either the termination or interruption of an action. In this stage, learners evaluate their behaviour and the outcomes of their action. They might relate such behaviour and outcomes to similar or related future actions (Dörnyei & Ottó, 1998). L2 learners might form 'casual

attributions' between their original goals and what they have achieved. Such evaluation is significant since it 'contributes significantly to accumulated experience, and allows the learner to elaborate his or her internal standards and the repertoire of action-specific strategies' (Dörnyei, 2001b, p.91). During this phase, the main motivational influences relate to external feedback, grades, and attribution factors (Dörnyei & Ushioda, 2011).

Although the process-oriented model is useful in understanding L2 motivation, Dörnyei (2005) highlights the limitation of this model in that it presumes that an actional process has a definable starting and ending point, and this is not the case in an actual educational context where an actional process is related to other ongoing learning activities that make up the lesson. He (2005) argues that such a model 'implies that the actional process in question is well-definable and has clear-cut boundaries' (p.86). Another problem with this model is that, as it has such clearly defined stages beginning with goal setting, it suggests that if one of the elements is not present then the model would cease to work in terms of student motivation. This does not allow for other elements such as enjoyment or sharing ideas, as they are elements which could motivate students at any point in the activity without necessarily going through this process in this order. If the students are not motivated in the preactional stage, it might not mean to say that later in the learning process they will be unable to be inspired or motivated to learn based on an experience in the classroom. However, it is also to be considered that this model suggests that teachers could use different strategies which could potentially be used at any point, even if the previous stages were not present in order to initiate and maintain their student motivation. In fact, based on this model, Dörnyei (2001a) developed a comprehensive framework which specifically focuses on the role of the teachers in motivating their students in the L2 classroom. This

framework will be presented later in Chapter 3 when motivational strategies will be discussed.

Dörnyei (2005) also recognises a possible limitation of this model in its current form which appears to overlook, as does the majority of research in L2 motivation up to this point in time, the fact that L2 learners' actions do not happen in isolation. All L2 learners are individuals with social lives and external factors affecting them which they bring into the classroom with them which can interfere with the learning process and motivation at any given time. The next section will discuss another research progression in the field of L2 motivation, which moves from looking at the learner in isolation to considering the notions of self and context which address the idea of the learner as a complex entity affected by numerous and changeable social factors.

2.3.4. Self and L2 motivation

The other significant development in the research of L2 motivation relates to the importance of the future self-visions in L2 motivation. Dörnyei (2005) proposes his new conceptualisation of L2 motivation, the 'L2 Motivational Self System'. In this model, he (2005) synthesises previous research in L2 motivation and combines it with some aspects of the 'self' research in motivational psychology, namely possible selves (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987). Possible selves 'represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming' (Markus & Nurius, 1986, p.954). They include three types, the selves we hope to become, the selves we expect to become, and the selves we fear to become. Possible selves direct individuals' action in moving from the present to the future and so relate to initiating behaviour (Dörnyei, 2005). In

self-discrepancy theory, Higgins (1987) offers a similar perspective to that of 'possible selves', in that two of the self domains presented relate to future wishes. The three self-domains are:

- The actual self: represents an individual's beliefs of the attributes that either he/she or others believe one possesses.
- The ideal self: represents an individual's beliefs of the attributes that either he/she or others believe one would hope to possess.
- The ought self: represents an individual's beliefs of the attributes that either he/she or others believe one should possess.

The main concept of self-discrepancy theory is that individuals are motivated to reduce the gap between their actual self and their ideal or ought selves. Higgins (1987) indicates that individuals are different in their self-discrepancies, and the more motivated individuals are those who have a small gap between their actual and their ideal or ought selves.

Translating this into an L2 motivation framework, Dörnyei (2005) in the L2 Motivational Self System names the three components affecting L2 motivation as Ideal L2 self, Ought-to L2 self, and L2 learning experience. Ideal L2 Self represents what the person wishes to become in relation to the L2 and it can be a strong motivator in L2 learning if he/she would like to become an L2 speaker. This is because learners would try to do their best to reduce the gap between their actual self, where they are currently in terms of the L2 learning, and their ideal self, where they would like to be. This view involves traditional integrative, internalised instrumental motives, and the instrumental

reasons which have a 'promotion focus' meaning that they are related to hopes, concerns, aspirations, advancements, growth, and accomplishments (Higgins, 1998).

The Ought-to L2 self is more externalised and relates to the characteristics that L2 learners should have which arise from the student themselves and from external pressures. This component is assumed, as with the Ideal L2 self, to result in successful outcomes. It includes extrinsic and instrumental motives which have 'a prevention focus' such as reasons for learning an L2 because of fear of failure (Higgins, 1998).

The last component in the L2 Motivational Self System is L2 learning experience which 'concerns situation-specific motives related to the immediate learning environment and experience' (Dörnyei, 2005, p.106) and can have many influences in the classroom. Dörnyei (2005) recognises that this component differs from the first two, as it is process-oriented rather than outcome-oriented. The role of L2 learning experience in motivating students is not clear in Dörnyei's model (2005, 2009). He refers to it as a separate source of L2 motivation, as he (2009) comments:

For some language learners the initial motivation to learn a language does not come from internally or externally generated self images but rather from successful engagement with the actual language learning process (p.29).

He (2009) also indicates that he hopes that L2 learning experience might help in creating the future visions of ideal and ought self. In both cases, it can be argued that teachers could play a significant role in motivating students to enjoy the learning experience which could generate their motivation. They also could have an effect on the ideal and ought-to selves of the students based on the techniques used.

The L2 Motivational Self System is closely related to previous L2 motivational research (Noels, 2003; Ushioda, 2001), as Dörnyei (2005) himself acknowledges. Noels (2003) and Ushioda (2001) in their separate studies found that L2 motivation consists of three components which are relatively similar. The first component refers to personal language goals which Noels (2003) calls 'integrative' reasons and Ushioda (2001) 'integrative disposition'. The second component applies to external influences on language learning such as job requirements, grades and family expectations. Noels (2003) refers to this as 'extrinsic' reasons and Ushioda (2001) as 'external pressure'. The third component relates to the learning experience and is given the name 'intrinsic' by Noels (2003) and 'actual learning process' by Ushioda (2001). As can be seen later, these three elements are similar to Ideal L2 self, Ought-to L2 self, and L2 learning experience, respectively, which are the three components of Dörnyei's (2005) conceptualisation of L2 motivation.

A number of studies have examined this model of L2 motivation and the findings support the model by showing that all three components, in general, influence student motivation and predict intended learning effort (Dörnyei & Chan, 2013; Islam, Martin, & Chambers, 2013; Papi, 2010). However, research examining the L2 Motivational Self System found that there are some differences in the motivational power of its three components. Csizér and Kormos (2009) conducted their study in Hungary with secondary and university students, and found that Ideal L2 self and L2 learning experiences lead to motivated learning behaviour for all participants. This is supported by many studies conducted in other contexts, such as Pakistan and Japan, which find that Ideal L2 self and L2 learning experience are the strongest motivators (Islam et al., 2013; Taguchi, Magid, & Papi, 2009). The role of Ideal L2 self is found to be significant in terms of motivating students in the Saudi and Japanese contexts (Al-Shehri, 2009;

Ryan, 2009). In a study with Indonesian adolescents, Lamb (2012) finds that the strongest motivator is L2 learning experience, while Ideal L2 self has little importance in motivating students. He (2012) speculates that studying English as a compulsory subject with a fixed timetable could explain this finding as student motivation for learning English is likely to relate more to the immediate context of language learning than to their future self visions. In addition to motivating students, Papi (2010) points out that Ideal L2 self and L2 learning experience decrease students' English anxiety and lead to increased motivation.

As for Ought-to L2 self, some researchers have found that it has a limited role in motivating students (Dörnyei & Chan, 2013; Dörnyei, Csizér, & Nemeth, 2006; Taguchi et al., 2009). In other studies, Ought-to L2 self appears to have no effect on student motivation (Csizér & Kormos, 2009; Csizér & Lukács, 2010; Lamb, 2012). In addition, Papi (2010) shows that Ought-to L2 self increases the language anxiety of students. Csizér and Kormos (2009) account for the marginal role of Ought-to L2 self in motivating students, by indicating that learners from an early age are aware of their need for English in their future jobs. The fact that learners are also surrounded by English media via televisions and computers could also be a factor responsible for reducing the importance of Ought-to L2 self, as learners tend to internalise these instrumental motives. When instrumental reasons are internalised, they relate to the ideal future self rather than to Ought-to L2 self.

In relation to this study, it could be predicted that students and teachers may have different views about which components motivate students more; and therefore, the strategies which are believed to be the most effective.

To sum up, it can be said that Dörnyei's (2005) conceptualisation of L2 motivation, L2 Motivational Self System, is significant in explaining L2 motivation. However, one of the limitations of this theory lies in the relationship between its three components. Dörnyei (2009) refers to it as a 'bottom-up process' in that the 'L2 learning experience' can affect future-oriented goals, rather than the process itself which may be equally motivating in terms of participation in that task and enjoyment without having any effect on future selves. Another limitation is that there is little consideration of the effect of context on the learner's motivation. Ushioda (2012) suggests that L2 motivation theories should be expanded to include 'the dynamic interaction between self and context' (p.65) which can change over time and space and this will affect the learner's identity at any given time or in any given situation. This suggestion leads to the next section which relates the contextual aspects of L2 motivation.

2.3.5. Integrating context and motivation

Ushioda (2011a) indicates that context is starting to influence L2 motivation research as 'language learning motivation theory is only now beginning to look beyond traditional abstract frameworks and models and take a more contextually grounded...perspective' (p.18). This interest in the context represents a trend in educational psychology research which emphasises the social nature of learning (De Corte, 2000). In educational psychology, there are two main approaches to examining motivation in context: the socio-cognitive perspective and the situative, socio-cultural perspectives (Järvelä, 2001). From the socio-cognitive perspective, context tends to be viewed as factors affecting the motivation construction. Examples of such factors

are classrooms, school, family, community and culture (Rogoff, 1998). In contrast, the situative, socio-cultural perspectives define motivation with relation to engagement and active participation in the learning activity (Turner & Meyer, 2000). In this view, the context and individual are viewed as a unit rather than two variables. They are integrated to understand motivation rather than conceptualising context as a variable which affects individual motivation. In spite of this tension between these two approaches, researchers tend to acknowledge the importance of combining the two perspectives (Järvelä, 2001).

In the field of L2 motivation, studying motivation and context is referred to as a 'situated approach' (Dörnyei, 2005), and it focuses on the influences of the learning environment on learner motivation. Therefore, it can be said that it follows the socio-cognitive approach. This approach can be seen in the previous models of L2 motivation such as 'the process-oriented model' and in the third component of 'the motivational self system' which is L2 learning experience. Although these relate to learners in a social context, they are still looking at the individual within this context rather than integration of the learner with the context to understand L2 motivation. There are many researchers calling for further understanding of L2 motivation by integrating motivation and context (e.g., Norton, 2000; Ushioda, 2009). This shows the influence of the 'Social Turn' in Second Language Acquisition research (Block, 2003), leading many researchers to adopt a socio-cultural theory of learning (e.g., Vygotsky, 1962, 1978) and to view language:

...as a resource for participation in the kinds of activities our everyday lives comprise. Participation in these activities is both the product and process of learning (Zuengler & Miller, 2006, p.37-38).

In this view, language has shifted from being a cognitive process which is processed in the learner's mind (Gass, 1997), to be more social and situated as social and context factors contribute to language learning by facilitating participation in the learning activities. Ushioda (2009) develops her relational view of L2 motivation as 'a person-in-context', seeing language learners as real people and focusing on the interactions between them and their social contexts which shape their motivation and identities. Norton (2000) indicates the need to recognize the role of social contexts in understanding L2 motivation, as motivation is socially constructed and changes over time and context.

The calls for integrating context and motivation highlight the nature of context, not as static but as a developing process evolving over time. However, it is argued that no theoretical approach dominates the situative perspective (Dörnyei & Ushioda, 2011). Volet (2001, p.57) acknowledges the need for 'adopting a multi-dimensional and multi-level cognitive-situative perspective for understanding learning and motivation in context'.

By discussing the integration of self and context, the theoretical development of L2 motivation have been covered. In the next section, literature related to L2 motivational strategies will be presented.

2.4. Conclusion

This literature review focuses on presenting motivation theories in the field of educational psychology, and those from L2 learning research. It also traces the different stages in the development of L2 motivation, which include the views of L2

motivation in the social psychological period, the expanding of L2 motivation research, the recognition of the dynamic and fluctuating nature of L2 motivation, and the integrating of self and context to understanding L2 motivation. Having reviewed different aspects of motivation theories, the next chapter will focus on the application of such theories in the classroom context.

Chapter 3. From theory to practice

3.1. Introduction

This chapter begins by defining motivational strategies which, in this thesis, are sometimes referred to as motivational teaching practices. Then, different frameworks proposed to organise the motivational strategies are presented. This is followed by a discussion of empirical research which studies motivational teaching practices in many contexts, including Saudi Arabia.

3.2. Motivational strategies

As L2 motivation is recognized as one of the main factors of the L2 learning process, strategies that are used to motivate L2 learners are viewed as an important aspect of L2 motivation. However, in the past 50 years, most of the research in the field of L2 motivation has been concerned with understanding the concept of motivation, examining its constructs, and theorising different types of motivation which might relate to L2 learning and teaching. At the same time, most of these studies have paid little attention to studying the practical strategies and teaching practices which EFL teachers can use to generate and promote their students' motivation. Motivational strategies in L2 research are techniques used by EFL teachers to promote and maintain students' motivation to learn English. They are defined as 'those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect' (Dörnyei, 2001a, p.28).

The last two decades saw an increased interest in the study of motivational strategies and motivational applications in the classroom in both educational psychological

research and in L2 motivation research. In the educational psychology field, there have been many studies offering practical techniques to increase learners' motivation (Alderman, 2007; Brophy, 2004; McCombs & Pope, 1994; Raffini, 1993; Schunk, Pintrich, & Meece, 2008). For example, McCombs and Pope (1994) provide practical strategies to be used by teachers to motivate students to be more responsible learners. Schunk et al. (2008) focus on factors that play a key role in motivation such as personal beliefs, cognition, values and affects. Such factors are based on educational psychological theories, discussed previously, such as attribution theory, expectancy-value theory and goal theories. Brophy (2004) provides a comprehensive principles and strategies that can be used in classrooms to motivate students to learn. He (2004) mainly focuses on using both intrinsic and extrinsic strategies in order to arouse and sustain learners' interest throughout the lesson.

Similarly, in L2 motivation research, since the 'cognitive-situated period' in 1990, as mentioned previously, there has been a marked shift in L2 motivation research towards classroom aspects of motivation. Many researchers have proposed and summarised strategies to help teachers promote students' motivation in the classroom, and these strategies were based on theories of motivation in educational psychology and L2 motivation (e.g., Chambers, 1999; Dörnyei, 1994; Dörnyei, 2001a; Hadfield & Dörnyei, 2013; Oxford & Shearin, 1994; Williams & Burden, 1997).

3.3. Motivational strategies frameworks

Some researchers propose frameworks for L2 motivation upon which a number of motivational strategies which could be used in L2 classrooms by teachers are based (Dörnyei, 1994; Williams & Burden, 1997). Dörnyei (1994) develops a three-level

framework which encompasses language level, learner level and learning-situation level. A main significance of this framework lies in its acknowledgement of the multi-dimensional nature of L2 motivation. Within this framework, 30 motivational strategies draw on the theories of motivation in educational psychology, early L2 motivation research and Dörnyei's (1994) own experience. Examples of these motivational strategies are: encouraging students to set achievable learning goals, and making the teaching materials relevant to the students by basing them on students' needs. It should be noted that Dörnyei (1994) indicates that these strategies are not 'rock-solid golden rules, but rather suggestions that may work with one teacher or group better than another' (p.280).

Another detailed model of L2 motivation is presented by Williams and Burden (1997), which includes a number of factors influencing motivation. They (1997) also view L2 motivation as a multi-dimensional construct, and acknowledge that each individual is motivated differently. At the same time, they recognize that 'an individual's motivation is also subject to social and contextual influences' (p.121). These influences include, for example, teachers, the learning environment, and the education system. They (1997) also suggest factors which L2 teachers could use to influence students' motivation in a positive way. The motivational factors were grouped according to whether they were internal or external factors and are largely based on the research of motivation in educational psychology. Examples of internal factors are intrinsic interest of activity and perceived value of activity. In terms of external factors, they relate to the social and contextual influences such as parents, teachers, class and school ethos.

A more comprehensive framework of L2 motivational strategies is proposed by Dörnyei (2001a), presented in Figure 3.1.

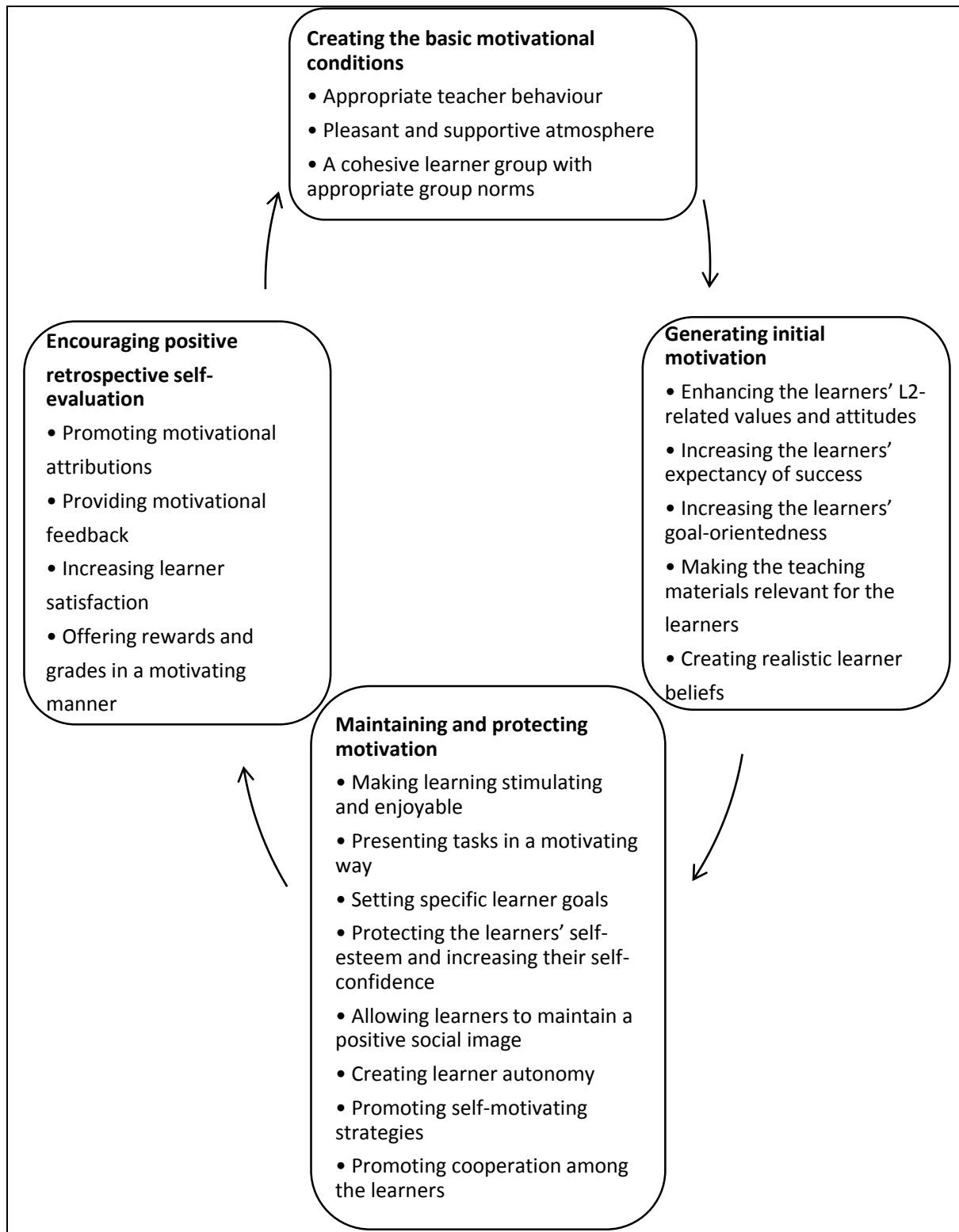


Figure 3.1: The Components of L2 Motivational Teaching Practice in a classroom (Dörnyei, 2001a, p.29)

In this framework, L2 motivational teaching practice is viewed as a cyclic process, and is divided into four main dimensions. One of the strengths of this framework is that it is centred on theory as it is based on the 'process-oriented model' proposed by Dörnyei and Ottó (1998), discussed earlier. Another feature of this framework is its ability to involve different strategies within its four main areas. The framework includes four areas which are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. Each area involves broad motivational strategies which are broken down into more than 100 motivational strategies.

As has been previously mentioned, the significance of this motivational strategies framework is that it has drawn on the process-oriented approach of L2 motivation which is proposed by Dörnyei and Ottó (1998). Although the process model has its limitations (mentioned in Chapter 2), it attempts to account for the dynamic and fluctuating nature of L2 motivation in the classroom whether during one class or over a period of time (Dörnyei, 2000). By considering the non-static and cyclical nature of motivation, it can be assumed that EFL teachers can raise their students' motivation by using motivational strategies. This process-model of L2 motivation also expands the area in which EFL teachers can influence their students' motivation, and this influence goes in a cyclic motion starting with creating the basic motivational conditions and ending with rounding off the learning experience. This framework is used in this study as a guiding model in constructing the questionnaire of the study and as an organising model in analysing the quantitative and qualitative data, as will be seen in the following chapters.

The general motivational strategies which are relevant to this study will be discussed in the following sections.

3.3.1. *Creating the basic motivational conditions*

Creating the basic motivational conditions is the first area of motivational teaching practice as shown in Figure 3.1. Dörnyei (2001a) suggests that some conditions should be created in the classroom in order to use motivational strategies effectively. These conditions, which will be explained in more detail, are demonstrating appropriate teacher behaviour, creating a pleasant atmosphere in the classroom and generating a cohesive learner group.

3.3.1.1. Appropriate teacher behaviour

The first strategy which can contribute to creating basic motivational conditions relate to teacher behaviour. Teacher behaviour is recognised as an effective factor in motivating students, Pintrich and Schunk (2002, p.311) state that 'virtually everything the teacher does has potential motivational impact on students'. Teachers could influence their students' motivation by using different strategies such as showing their enthusiasm in teaching their subject by sharing the reasons of their interest in the L2 with their students (Dörnyei, 2001a). Csikzentmihalyi, Rathunde and Whalen (1993) suggest that it is the teacher enthusiasm which inspires and motivates students, commenting that:

What intrigues students most about these teachers is their enthusiasm for subjects that seemed boring and purposeless in other

teachers' classes... Sometimes it is an encounter with just such a teacher that inspires students to reconsider the intrinsic rewards of exploring a domain of knowledge (p.184–185).

Building a good rapport with students is another motivational aspect of teacher behaviour. This could be achieved by listening to students which will indicate to them their value to their teachers (Wlodkowski, 1986). In addition, Brophy (2004) suggest that teachers should know their students by learning their names, greeting them, and spending some time with them. Further, teacher's interaction with their students could influence their beliefs about their abilities, their goals, and their attitudes toward their subject (Anderman & Anderman, 2010). Teachers could create good relationship with the students by using some strategies such as accepting them, and paying attention to each students (Dörnyei, 2001a). From this overview of the effect of teacher behaviour on student motivation, it can be seen that teachers could play a key role in motivating students in the L2 classroom.

3.3.1.2. Pleasant and supportive classroom environment

Creating a pleasant and supportive classroom environment is a second strategy which helps to create basic motivational conditions. Along with L2 teaching, the educational context for L2 learning should provide an enjoyable and inspirational classroom ambience, in order to maintain motivation throughout the class (Dörnyei, 2007a). Studies have shown that a tense classroom atmosphere promotes students' anxiety which is one of the factors reducing students' motivation (MacIntyre, 2002; Young, 1999). Dörnyei (2001a) suggests some strategies which create a pleasant and supportive classroom atmosphere including the use of humour in the class. Another

strategy is promoting a safe climate in the classroom which allows risk taking and encourages students to make mistakes.

3.3.1.3. Cohesive learner group with appropriate group norms

The third strategy which can be used to create basic motivational conditions is promoting a cohesive learner group. The dynamics of a learner group is one of the classroom factors affecting students' motivation (Dörnyei & Malderez, 1999; Dörnyei & Murphey, 2003). Group dynamics have many aspects including group cohesion and group norms. Group cohesion is the 'magnetism' that connects the group members in the classroom. It points to 'the members' commitment to the group and to each other' (Dörnyei, 2001a, p.43). Ehrman and Dörnyei (1998) suggest some factors which could be used by teachers to create a cohesive class. These factors include encouraging class members to share experiences and to get to know each other. Another technique is to ask students to do a task or a project which a whole group could work together to achieve. Another strategy which could contribute to class cohesion is using activities which promote interaction and cooperation between class members. Examples of such activities are role-plays, pair work and small group work. Of these activities, group work is a way of promoting cooperative learning which is believed to be an effective method in the learning process (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981; McGroarty, 1992; Walberg, 1999). Some studies indicate that students feel more comfortable when participating in small group activities (Koch & Terrell, 1991; Young, 1991). Murray and Christison (2011) point out that teachers should teach students cooperative skills and the principles of cooperative learning. These principles include 'making certain that learners see the value in group work, that they develop

the language skills necessary for functioning in a group, [and] that they are given time to practice the skills' (Murray & Christison, 2011, p.191).

Another aspect of group dynamics is establishing group norms. Dörnyei and Ushioda (2011) state that in order for a norm to be constructive, group norms should be discussed clearly with the class members and adopted by them willingly. An example of such norms is tolerance which is essential to help students not feel embarrassed when they make mistakes. Dörnyei and Murphey (2003) add that teachers should introduce group norms at an early stage of group life by discussing potential norms and justifying their purpose.

Having discussed the strategies which relate to creating the basic conditions for motivation; in the next section, the second area of this framework, generating initial motivation, will be discussed.

3.3.2. Generating initial motivation

Brophy (2004) indicates that academic learning in schools is the activity that students would least like to do if given the choice. However, students have to do academic learning, their school attendance is compulsory, and the curriculum is chosen by policy-makers rather than themselves. It can be assumed then that some students do not come to classroom with the motivation to learn. Therefore, Dörnyei (2001a) suggests that teachers need to actively create positive student attitudes towards learning by using some strategies. Examples of some broad strategies which L2 teachers could use are enhancing L2 related values of learners, increasing the goal-

orientedness of the learners, and encouraging students to create an attractive vision of their Ideal L2 self.

3.3.2.1. Enhance the learners' language-related values

L2 teachers should familiarise learners with L2 related values which might contribute to developing positive attitudes towards L2 learning. Dörnyei (2001a) states that individuals have a 'value system' which is based on past experiences and involves their beliefs and feelings towards the world. This value system has an influence on individuals' choices and approaches to different activities. Dörnyei and Ushioda (2011) suggest that there are three types of L2 related values which are intrinsic, integrative, and instrumental values. Intrinsic values relate to the internal interest in the L2 learning process. Integrative value includes the positive attitudes towards, for example, an L2 community and culture. Instrumental value involves the practical outcomes of L2 learning such as accessing a future job or avoiding failure. Many strategies have been suggested to promote these previous values in L2 classroom. Examples of such strategies are highlighting an enjoyable aspect of L2 learning, encouraging learners to explore an L2 community, and reminding students of the benefits of mastering the L2.

3.3.2.2. Increase learners' goal-orientedness

Dörnyei and Ushioda (2011, p.115) define goal-orientedness as 'the extent to which the group is attuned to pursuing its official goal (...L2 learning)'. Many researchers have indicated the need for defining goals for class group in order to generate student initial motivation (Hadfield, 1992; Oxford & Shearin, 1994). Hadfield (1992) points out that in spite of the difficulty of agreeing on group goals, it is essential for the successful

working of a group as it directs the group to a common purpose. One of the reasons of the difficulty for identifying class goals is the diversity of goals which students have (Dörnyei, 2001a). In addition, students' motivation is not only related to academic goals, but also to social goals such as relationship with teachers (Wentzel, 2000, 2007). However, one of the strategies suggested to establish common goals in the classroom is allowing students to negotiate their individual goals and identify their common purpose. In addition to group goals, students are also encouraged to set individual specific and achievable goals (Dörnyei, 2001a).

3.3.2.3. Develop learners' Ideal L2 self

This broad motivational strategy is not included in the framework of motivational strategies proposed by Dörnyei (2001a). This is because Ideal L2 self was not introduced into L2 motivation research until 2005. It is believed that motivational strategies related to this concept will fit in the area of the framework which is 'generating initial motivation'. This is because motivational strategies concerning creating an attractive Ideal L2 self would help students to generate their motivation at an early stage of the motivation process. As indicated in the previous chapter, the importance of Ideal L2 self for motivating students has been found in many studies in different contexts such as Iran, Hungary, Saudi Arabia (Al-Shehri, 2009; Csizér & Kormos, 2009; Islam et al., 2013; Papi, 2010; Ryan, 2009). To create Ideal L2 self, Dörnyei and Ushioda (2011) suggest six factors:

1. Constructing the Ideal L2 self vision by presenting influential role models to demonstrate potential future selves.

2. Enhancing the vision by promoting Ideal L2 self images.
3. Making the Ideal L2 self possible to achieve by considering the potential difficulties that might be faced.
4. Developing an action plan which includes setting goals and study plans.
5. Keeping the vision of Ideal L2 self alive, and teachers could remind students of this potent self by using effective classroom activities and playing films and songs, and perhaps getting students to visualise their Ideal selves and amend picture at regular intervals.
6. Considering undesired results of not reaching the Ideal L2 self, and teachers could have an influence on this factor by reminding the students of the limitations of not knowing foreign languages.

By adopting these six factors in the EFL classrooms, teachers could help students envisaging an attractive future L2 self in order to enhance their L2 motivation. Based on these factors, Hadfield and Dörnyei (2013) suggest many activities which can be used by L2 teachers and relate to constructing, enhancing, and activating Ideal L2 self.

3.3.3. Maintaining and protecting motivation

Maintaining and protecting motivation is the third area of the framework, which concerns nurturing motivation throughout the learning process. Wlodkowski (1986)

states that 'any learning activity can become satiating' (p.144), therefore, teachers should use motivational influences to actively maintain and protect motivation during the learning process. There are many strategies which could be used in the L2 classroom to contribute to this area of the framework including presenting tasks in a motivational way, increasing the self-confidence of learners, and promoting autonomous learning (Dörnyei, 2001a).

3.3.3.1. Presenting tasks in a motivating way

The tasks referred to in this research are everyday activities used in the language classroom to promote language learning. The research adopts Breen's definition as follows:

'any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning—from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making' (Breen, 1987, p. 23).

Teachers should present tasks in a motivational way to maintain student motivation. They can do this by making tasks interesting for students. Anderman and Anderman (2010) suggest that teachers could make tasks interesting by using various types of tasks which could be challenging, include novel elements, and relate to the learners' interests. In addition, Dörnyei (2001a) also points to a number of strategies which teachers could use to make tasks motivating such as identifying the purpose of the tasks and attracting students' attention to the content of the task.

3.3.3.2. Increasing learners' self-confidence

To maintain students' motivation, teachers should build students' self-confidence. As indicated in the previous chapter, self-confidence has been examined by many researchers who relate it to L2 motivation (Clément, 1980; Clément & Kruidenier, 1985; MacIntyre et al., 1998). One of the main components of self-confidence is the affective factor of language anxiety, as self-confidence increases when an individual has low language anxiety. Therefore, L2 teachers are encouraged to reduce language anxiety by, for example, avoiding social comparison, and indicating to learners that mistakes are part of L2 learning (Dörnyei, 2001a). Another strategy which a teacher could use to increase the confidence of the students is encouragement which could be defined as 'the positive persuasive expression of the belief that someone has the capability of achieving a certain goal' (Dörnyei, 2001a, p.91). To encourage students, teachers should praise students, believe in their efforts to learn English, and highlight their strengths and abilities. Another area which could increase the confidence of learners is teaching them learning strategies. Learning strategies include specific techniques which could be used to enhance L2 learning and to make learning easier and more enjoyable (Oxford, 1990). Examples of such techniques are memorising a new vocabulary by attaching it to an image, and relating new information to previous knowledge.

3.3.3.3. Promoting learner autonomy

Another broad strategy which could be used to maintain students' motivation is promoting autonomous learning. Learner autonomy is 'the ability to take charge of one's own learning' (Holec, 1981, p.3). Little (1991, p.4) points out that 'it presupposes,

but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning'. Dickinson (1995, p.167) adds that it is important to maintain 'learning autonomy in a teacher-directed classroom setting as well as in settings such as self-access learning centres'.

Benson (2001) identifies five approaches to supporting learner autonomy in language education. These are resource-based approach, which highlights the students independent use of learning materials; technology-based approach, which emphasises autonomous interaction with learning educational technology; learner-based approach, involving the development of autonomous learning skills; classroom-based approach, emphasising the learner taking control over the planning and evaluation of learning; and curriculum-based approach, emphasising learner control over the curriculum.

Much research has investigated the link between L2 motivation and autonomy (e.g., Deci and Ryan, 2000; Noels et al., 1999; Noels, 2003; Ushioda, 1996a). As indicated in the previous section, Deci and Ryan (2000) point to the need to support autonomy in order to increase learner motivation in general. Noels et al. (1999) and Noels (2003) indicate a positive relationship between teachers' support of learner autonomy and the intrinsic motivation of students. Dickinson (1995) analyses the link between autonomy and cognitive motivation theories, such as self-determination theory and attribution theory. In terms of attribution theory, Dickinson (1995) states that autonomous learners can increase their ability to achieve learning tasks. Ushioda (1996b) suggests that autonomous learners are motivated learners as autonomy involves taking charge of learning, and motivation involves taking responsibility for the emotional aspect of the learning process. Ushioda (2011b, p.230) expands her view about the role of

autonomy believing that it can 'contribute to socialising and consolidating adaptive values, identities and motivational trajectories' by encouraging students to show their own identities and participating actively in the learning process.

Littlewood (1996) suggests a framework for autonomy in language learning, in which motivation and confidence are basic elements which promote students' willingness to be autonomous. In addition, Littlewood (1996) argues that students need to have the knowledge of a variety of learning choices and the skills for working on their choices. Teachers could help students develop these two areas of knowledge and skills which eventually motivate students to be autonomous. According to Littlewood (1996), students must have all four elements which contribute to autonomous learning namely skill, knowledge, confidence and motivation. However, this can be seen to be a difficult balance as a highly motivated and confident person lacking the skills and knowledge could not be truly autonomous without training from the teacher. Teachers could help students develop these two areas of knowledge and skill which eventually motivate students to be autonomous learners. However, they need to be aware that too much control could have the opposite effect.

The idea of a controlling teacher is prevalent in the context of Saudi Arabia where there is little research which examines the state of autonomy in the L2 classroom. Al Asmari (2013) points out that although teachers agree with the idea of involving students to take charge of their language learning, they lack proper training to foster autonomy. Indeed, the beliefs of the teachers towards the theories and the strategies they implement are not aligned. A study by Alrabai (2011) found that, amongst all the motivational strategies used by the teachers, promoting learner autonomy was the least implemented. Alotaibi (2011) also recognised this as an area for improvement

and suggests that teachers need to encourage students to be autonomous learners. The research conducted in the Saudi context points to two areas relating to promoting autonomy to motivate students. Firstly, the teachers might need training to learn how to encourage students to take control of their learning. Little (1995, p.179) points out that 'learner autonomy becomes a matter for teacher education', in that teachers should be trained 'with the skills to develop autonomy in the learners who will be given into their charge'. Secondly, it can be seen that the practice of autonomy is a relatively new practice and, as indicated in the introduction chapter, the curriculum is usually set by policymakers in the universities. This might restrict the autonomy of teachers which is a significant factor in developing student autonomy (e.g., Benson, 2000; Little, 1995; Little, Ridley, & Ushioda, 2003; McGrath, 2000). It can be seen from the research into autonomy that the teacher role is very important in promoting it. However, it can be argued that if the teachers themselves have little autonomy it is very difficult for them to pass on the knowledge and skills required to their students. Therefore, perhaps full student autonomy is not possible until policymakers grant more autonomy to their teachers.

In relation to motivation, teachers are encouraged to use different strategies which could promote learner autonomy. Examples of such strategies are allowing learners choices about different aspects of their learning process and encouraging learners to take responsibility for their learning (Dörnyei, 2001a).

3.3.4. Encouraging positive self-evaluation

So far, different broad strategies have been discussed which contribute to the previous three areas of L2 motivational teaching practice presented in Figure 3.1. The fourth area of this framework is encouraging positive self-evaluation which relates to the students' evaluation of their own past experiences. As previous research has shown, the way students attribute and evaluate their past performance has an influence on the way they approach future activities (Ushioda, 1996a; Williams & Burden, 1999). Teachers could help students in assessing their accomplishments in a positive way by, for example, providing motivational feedback and offering rewards and grades (Dörnyei & Ushioda, 2011).

3.3.4.1. Providing motivational feedback

Feedback given by teachers could influence students' motivation in the L2 classroom. The importance of feedback is addressed by many researchers (e.g., Brophy, 2004; Ford, 1992; Raffini, 1993). Brophy (2004) indicates some qualities of motivational feedback such as appreciating achievements, showing confidence that eventual goals will be accomplished, and providing useful feedback that highlights the areas in which students need to improve. In addition, Dörnyei (2001a) suggests different strategies which teachers could use to provide motivational feedback. For example, teachers should give prompt and regular feedback, and react to positive contributions from students.

3.3.4.2. Offering rewards and grades in a motivating manner

The use of rewards and grades are one of the controversial issues in education. Although some researchers indicate the advantages of using rewards and grading systems, the disadvantages of using them are also highlighted (Brophy, 2004; Raffini, 1996). As for rewards, Raffini (1996) states that rewards are one of the available motivational tools which help teachers control student behaviour. However, the extensive use of rewards could negatively affect the intrinsic motivation for activities. Dörnyei (2001a) indicates that teachers could avoid the limitations of using rewards by following some techniques such as not overusing them, and offering rewards for difficult tasks. Rewards could involve offering chocolate, certificates and using notice board displays.

In terms of grades, they could be related to the self-worth of students, as students equated their self-worth with the grades they attained (Covington, 2000). This could be true, especially in educational contexts where assessments are purely summative such as in Saudi Arabia, the context of this study. Many researchers have discussed the limitations of using the grading systems (Brophy, 2004; Covington & Teel, 1996). Students might focus on getting good grades rather than learning. In addition, grades are subjective and they might encourage bad behaviour such as cheating. However, grading systems are still prevalent in educational contexts (Covington & Teel, 1996). Thus, many suggestions are offered for teachers to use grades in motivational ways. Students should be given opportunities in the case of failure. They should also be provided with ongoing assessment rather than relying on the test results. Additionally, students should be allowed to assess themselves (Brophy, 2004; Dörnyei, 2001a).

Having discussed the broad motivational strategies relevant to this study, the following section will presents empirical studies which investigate motivational strategies in different contexts.

3.4. Studies examining motivational strategies

Many studies have examined L2 motivational strategies in different contexts such as Hungary, Taiwan, Turkey and Saudi Arabia. Some of these studies have addressed teacher evaluation and use of strategies (e.g., Alrabai, 2011; Dörnyei & Csizér, 1998). Fewer studies have addressed the student beliefs (Deniz, 2010) and fewer still have compared the two (Ruesch et al., 2012). Other studies have investigated the effect of using different motivational strategies on the students' motivational behaviours (e.g., Papi & Abdollahzadeh, 2012).

Of the studies which investigate the teachers' perception and use of motivational strategies, the earliest study is conducted by Dörnyei and Csizér (1998). They asked 200 Hungarian EFL teachers from institutions ranging from elementary schools to universities to rank 51 motivational strategies with regard to their perceived importance and actual use. The results of this study revealed the 'ten commandments' for motivating students which were derived from the top ten important motivational strategies as ranked by the teachers, (Table 3.1). Of these strategies, teacher behaviour, presenting the tasks properly, building students' confidence feature in the top five strategies in terms of importance, while introducing L2 culture to students is viewed as the least important regarding motivating students. However, Dörnyei and

Csizér (1998) argue that these motivational strategies might be context-specific, and therefore, might not be valid in different contexts.

Table 3.1. Ten commandments for motivating language learners (Dörnyei & Csizér, 1998, p.215)

- Set a personal example with your own behaviour.
- Create a pleasant, relaxed atmosphere in the classroom.
- Present the tasks properly.
- Develop a good relationship with the learners.
- Increase the learners' linguistic self-confidence.
- Make the language classes interesting.
- Promote learner autonomy.
- Personalize the learning process.
- Increase the learners' goal-orientedness.
- Familiarize learners with the target language culture.

In order to examine motivational strategies in a different context, Cheng and Dörnyei (2007) replicated the study of Dörnyei and Csizér (1998) in the context of Taiwan. The participants were 387 EFL teachers from institutions ranging from elementary school to university. The results show that teacher behaviour, presenting the tasks properly, building the confidence of students are ranked in the top five motivational strategies, and this is similar to the Hungarian context. However, there are some differences in the views of teachers in Taiwan. For example, in the Taiwanese context, 'recognising students' efforts' is in second place in terms of importance, while this strategy does not feature in the top ten in Hungary. Another difference is that the least important motivational strategy is promoting learner autonomy. This highlights that while some results may be more universal and motivational across contexts others appear to be more context-based.

The use of motivational strategies has been examined in the Saudi context. Alrabai (2011) conducted a similar study with EFL teachers, though the differences in his study are that the setting is in a specific university, namely King Khalid University, and referred only to the use of the strategies without the teachers' perceptions of their importance. The results show that the top five broad strategies emerging include proper teacher behaviour, building self-confidence, increasing learners' satisfaction, increasing learners' expectancy of success, and presenting tasks in a motivational way; promoting learner autonomy is the least used. The most recent study examining teachers' views about motivational strategies was undertaken by Guilloteaux (2013). The participants in this study were EFL teachers in Korean secondary schools. Once again, the highest ranking broad strategy in terms of importance relates to teacher behaviour, and the last is encouraging autonomous learning.

On examining the results of these studies, the importance of some motivational strategies appears to be universal and valid in different contexts, in particular the broad strategy of teacher behaviour which featured as most important in all the studies regardless of context. Within the top five results, building confidence and presenting tasks properly are featured across all contexts. The strategy which appears to be more context-specific is 'promoting learner autonomy'. In the Asian context, this strategy is viewed as the least important, but in the European context, it features more highly. Another context-specific strategy appears to be relating to creating an enjoyable learning experience which features much more highly in the three earlier studies than in the context of South Korea where it appears almost at the bottom of the table. This could be culturally specific to South Korea, or it could be institution-specific, as the participants in this study were all secondary school teachers.

All the previous studies have examined the views of teachers. In terms of the perceptions of students, Deniz (2010) conducts a study in Turkey with students who are studying at Mugla University to be EFL teachers in primary and secondary schools. He (2010) uses questionnaires and interviews to examine the opinions of students towards motivational strategies in L2 learning. The most valued strategies by this group are teacher behaviour, recognising students' efforts and building confidence. The least valued strategies relate to learner group and learner autonomy. In some respects, these results are similar to the findings from the teachers in the previously mentioned studies. This may be due to students and teachers having similar beliefs or because the students in this setting were student teachers who, at the end of their studies, would be employed to teach in primary and secondary schools, so they have similar perceptions to the teachers.

Ruesch et al. (2012) have conducted the only study which investigates the views of both EFL teachers and students towards the use of L2 motivational strategies. This study is undertaken in the context of a language school in the United States of America involving international students from a variety of countries such as Russia, China, and Arabic countries. The instrument used in this study is questionnaires, and the results further support previous studies as teacher behaviour features as the most important strategy. The results also reveal that there are many similarities in teacher and student views. The differences were revealed to be in strategies relating to presenting tasks whereby the students rate this significantly higher than the teachers. Teachers, on the other hand, rank strategies relating to recognising students efforts and avoiding comparison in the class significantly higher than students. These differences in student and teacher perceptions highlight the need for further studies comparing teacher and

student perceptions within the same context in order to enhance teachers' understanding of what the students really need to motivate them in EFL classrooms.

The previous studies address the perceptions of teachers and students regarding the importance of motivational teaching practices. Recently, further observational studies have been conducted to examine the effect of teacher use of motivational strategies on students' motivation (Guilloteaux & Dörnyei, 2008; Moskovsky et al., 2013; Papi & Abdollahzadeh, 2012). The results of these studies clearly show that teachers' use of motivational strategies is strongly linked to improved motivation in EFL classrooms. This suggests that EFL teachers have a significant role in motivating students.

At the end of this chapter, it can be said that further investigation into the perceptions of teachers and students of strategies which are motivational is strongly needed. Teachers can strongly affect their students' motivation; and therefore, the learning of the students. In terms of context, it has been seen that although the importance of some strategies is transferable across contexts, others appear to be context-specific. In addition, the studies (Alrabai, 2011; Moskovsky et al., 2013) which were conducted in Saudi Arabia, a similar context to this study, examine the usage rather than perception and the effects of using motivational strategies on students' motivation. Both studies were not conducted with participants in the preparatory year at the university which is the context of this study. Besides, from these studies, there seems to be clear evidence of teachers' perceptions of motivational teaching practices and the impact that these practices have on learners. The gap appears to be in investigating whether teacher views, behind the strategies they use, correspond to the perceptions of the students in the same context. If there are differences between these perceptions, it is likely that the strategies used will not be the most effective in terms

of motivating students. Identifying the similarities and more importantly the differences in the perceptions of teachers and students within the same context can have a direct effect on the strategies used by teachers; and therefore, the motivation of the students.

3.5. Conclusion

The present chapter begins by outlining the definition of L2 motivational strategies. It also presents the frameworks suggested by some researchers to organise motivational strategies and factors. Of these frameworks, the different areas of Dörnyei's (2001a) model are discussed, and this framework informs the methodology of this research as will be shown in the following chapter. After that, the studies examining L2 motivational strategies in different contexts are reviewed. In the next chapter, the research approach and instruments used in this study will be described.

Chapter 4. Methodology

4.1. Introduction

The research questions of this study concern the perceptions of EFL teachers and students about motivational strategies, and the differences in their opinions. This chapter describes the research methodology used in the study to answer these questions. It begins by discussing the research paradigms, methods and design adopted in this study. This is followed by explaining the research sample. Next, information about the instruments, both quantitative and qualitative, used in this research is provided. In addition, it explains the pilot study, and ethical considerations.

4.2. Research paradigms, methods and design

A mixed methods approach is used in this study, and in this section, there will be a discussion of some of the major theoretical considerations that inform the approach and methodology of this study. It will start with a discussion of the major research paradigms, followed by an overview of the research approaches with a focus on the mixed methods approach. This section ends by presenting the design of the study.

4.2.1. Research paradigms

There are a number of research philosophies and epistemologies within the applied linguistics and TESOL field. These can be broadly divided into positivist and interpretivist paradigms. Positivist theory is generally considered a hard scientific approach. It is based on deriving facts from data, based on rules and developing hypotheses to test these facts. According to Angus (1986) and Marshall (1994),

positivism is related to observation and experimentation in a systematic way and applying it to laws. It is a theory based on cause and effect, which the researcher will evaluate and apply to the study's results in a generalised way. Robson (2002, p.21) states that 'essentially, positivists look for the existence of a constant relationship between events, or, in the language of experimentation, between two variables'.

The interpretivist paradigm rejects the view that absolute truths about the social world can be found in the same way as is done in the natural world. Robson (2002, p.24) argues that 'people, unlike the objects of the natural world, are conscious, purposive actors who have ideas about their world and attach meaning to what is going on around them'. Therefore, data cannot be generalised and 'systematically theorised' due to the nature of humans and their subjectivity. Researchers seek a 'complexity of views rather than narrowing meanings into a few categories or ideas' (Creswell, 2009, p.8). Rather than starting with a hypothesis, as is the case with positivist researchers, interpretivists begin by trying to interpret the meanings that others give to their environment and develop a theory, as the research is ongoing (Creswell, 2009).

Within these philosophies are different quantitative and qualitative research methods. The quantitative research method is usually related to positivism and the qualitative to interpretivism. In response to the perceived divide between the two, many researchers have called for the use of mixed methods research (e.g., Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 1998), and this raises the issue of the compatibility of the research paradigms. Some researchers argue against the compatibility of the research paradigms and suggest that research paradigms cannot be mixed because of their differences (Howe, 1988; Smith, 1983). However, other researchers have called for incorporating paradigms into mixed methods studies to expand our understanding of

the research inquiry (e.g., Greene & Caracelli, 1997; Tashakkori & Teddlie, 2003). The different purposes for using mixed method research in this study is discussed in section 4.2.2.3.

4.2.2. Research approaches

4.2.2.1. Quantitative research

The quantitative method 'involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods' (Dörnyei, 2007b, p.24). Quantitative research is conducted in an objective manner; it asks specific questions which can be measured. The data are quantifiable and usually analysed using statistics. Examples of quantitative research are questionnaires, tests and experiments. The early influence of social psychology research, such as that by Gardner and his colleagues from 1959 to 1990, led to the widespread use of quantitative research methods in L2 motivational research (Dörnyei & Ushioda, 2011). The quantitative methodologies in early motivational research were used in order to build models of motivational components, and the statistics informed the building of the models.

Quantitative research has many advantages, Dörnyei and Ushioda (2011, p.203) state that it is 'systematic, rigorous, focused, tightly controlled, involving precise measurement and producing reliable and replicable data that are generalisable to other contexts'. Due to its narrow questions and numerical data, quantitative research can collect data from large-scale questionnaires in order to understand the nature of an inquiry, and its findings can be generalised. These are the main reasons for using questionnaires in this study. At the same time, quantitative research has some

limitations. For example, Gable (1994) suggests that quantitative research is relatively weak in obtaining an in-depth understanding of an enquiry or phenomenon.

4.2.2.2. Qualitative research

Qualitative research involves 'an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them' (Denzin & Lincoln, 1994, p.2). Data collection in qualitative research involves, for example, interviews, diaries, and recorded speech samples. Data analysis consists of discovering meaningful themes and patterns.

Qualitative research is a relatively new method in L2 motivation research in comparison with quantitative research; however, some researchers have adopted qualitative methods in their studies (e.g., Shoaib & Dörnyei, 2005; Ushioda, 1996a). L2 motivation is an 'intricate, multifaceted construct' (Dörnyei, 2001b, p.46); and therefore, it might be difficult to explore its dynamic and complex nature using a quantitative method only. Ushioda (2001, p.97) asserts the need to use a qualitative method when investigating L2 motivation in order to 'analyse and explore aspects of motivation that are not easily accommodated within the dominant [quantitative] research paradigm'. It appears that qualitative research has great potential to collect rich data and expand the understanding of a phenomenon. However, the main drawback of qualitative data is the involvement of only a small number of participants, which makes it impossible to generalise the findings of a study (Dörnyei, 2007b, p.41).

4.2.2.3. Mixed methods research

There are many definitions of mixed methods research (e.g., Creswell & Plano Clark, 2007; Greene, Caracelli, & Graham, 1989; Johnson, Onwuegbuzie, & Turner, 2007; Tashakkori & Teddlie, 1998). Johnson et al. (2007, p. 123) define it as follows:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration.

In this definition, Johnson et al. (2007) focus on the purpose of mixing quantitative and qualitative methods, which is expanding the understanding of a research problem. Many researchers agreed with this purpose for using mixed methods research (e.g., Greene & Caracelli, 1997; Reams & Twale, 2008). Reams and Twale (2008, p.133) adds that mixed methods research leads to 'more accurate conclusions'.

In the research of L2 motivation, Ushioda (1996a, 1998) argues that L2 motivation cannot be fully explored using quantitative methods only. In addition, Dörnyei (2001b, p.242) calls for using mixed methods research to investigate L2 motivation as 'a combination of qualitative and quantitative designs might bring out the best of both approaches while neutralising the shortcomings and biases inherent in each paradigm.'

Furthermore, the mixed methods approach can be used for many purposes. It can be used in research to employ the result of one method in developing the other method, to expand the results of one method and to seek triangulation by observing the

'convergence' of different methods' results (Dörnyei, 2007b; Greene et al., 1989). In addition, mixed methods research has a complementarity function, which aims to produce a comprehensive understanding of the research enquiry by examining its different aspects (Dörnyei, 2007b, p.164). In addition, one of the functions of the mixed methods approach is triangulation, which 'seeks convergence, corroboration, and correspondence of results from the different methods' (Greene et al., 1989, p.259). Dörnyei (2007b, p.165) identifies this process as 'validation-through-convergence' because it increases research validity and overcomes the limitations and biases of using one research method. Triangulation does not entail congruence between the findings of different instruments; on the contrary, it can be viewed as 'the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic' (Olsen, 2004, p.3). In this case, triangulation aims to provide an in-depth understanding of the research enquiry. In some cases, researchers do not expect similar results from using different instruments; however, using more than one instrument to collect data expands the breadth and depth of the research results.

As is the case with previous research approaches, the mixed methods approach has some limitations. Johnson and Onwuegbuzie (2004) state that these limitations include the difficulty for one researcher to conduct mixed methods research – as this might need a team of researchers – the complexity of interpreting conflicting data, and the fact that mixed methods research is more expensive and time consuming.

Based on the aforementioned purposes of using mixed methods research, this research adopted the mixed methods approach because it allows provision of a breadth of information using quantitative instruments, as well as exploring the research enquiry in depth using qualitative data. In particular, the study started by conducting

exploratory interviews which aim to explore participants' perceptions about motivational strategies. The qualitative data obtained from the exploratory interviews were one of the main sources used to design questionnaire items related to the context of the study. Following construction and piloting, the questionnaires were distributed and collected from EFL teachers and students. Afterwards, follow-up interviews were conducted with a number of teachers and students. A detailed discussion of the research method will be provided in sections 4.3. and 4.4.

Another reason for adopting the mixed methods design in this study is to develop a reliable quantitative instrument which is specifically related to the context of the study, and this function is achieved by conducting the exploratory interviews. Additionally, the mixed methods research was used to increase the validity of results and to provide a more in-depth understanding of EFL teacher and students' perceptions about L2 motivation and the strategies influencing it. While the questionnaire results provide a general view of participants' views about motivational teaching practices, the findings of the interviews yield a more detailed picture about such views. Furthermore, the triangulation of data in this study allows the researcher to notice the congruence in participants' beliefs toward motivational strategies; therefore, the validity of the results would be increased through the convergence of quantitative and qualitative findings.

Having discussed the research approach used in this study, the design of this research will be presented in the next section.

4.2.3. Research design

This research involved the use of three interrelated instruments: exploratory interviews, questionnaires, and follow-up interviews. The design followed a qual-QUAN+ qual mixed methods design. The qualitative component included exploratory interviews and follow-up interviews, and the quantitative component involved a questionnaire (Figure 4.1).

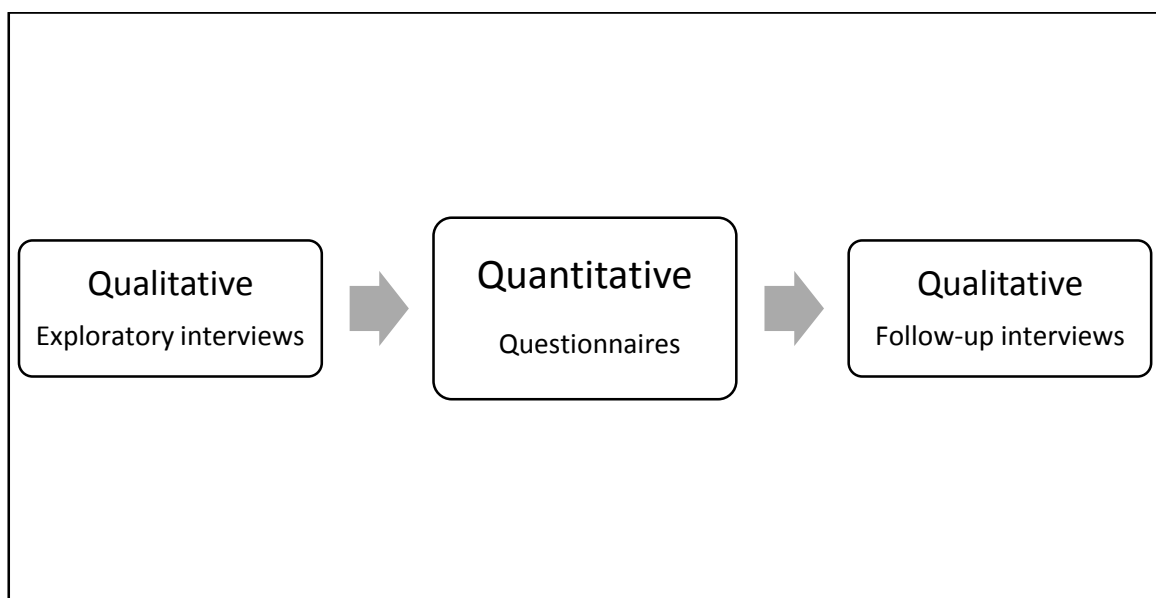


Figure 4.1: The design of the study

In designing the research, it was essential to define the role of four factors: the level of interaction between quantitative and qualitative strands, the priority given to each strand, the timing of data collection, and the procedures for mixing the quantitative and qualitative methods. The importance of these four factors is highlighted by Creswell and Plano Clark (2011, p.68), who comment that ‘a persuasive and strong mixed methods design addresses the decisions of level of integration, priority, timing, and mixing’. In this study, the role of each factor was identified; the quantitative and qualitative strands were interactively related as the design of the study questionnaire

was essentially based on the results of the exploratory interviews. Furthermore, the conclusions and inferences of the study were based on the data of the questionnaires and follow-up interviews. As for the priority in terms of the weight assigned to data collected, it was assigned to the quantitative strand which was preceded and followed by the collection and analysis of qualitative data. In terms of timing and the order of data collection, the study started by collecting exploratory interviews and, based on the findings of these interviews, the questionnaire items and the follow-up interview guidelines were developed. After that, the questionnaires were distributed and collected and then follow-up interviews were conducted with a number of participants. Regarding the procedures for mixing the research methods, the quantitative and qualitative strands were combined during the interpretation of the results. In other words, after analysing both sets of data, the conclusions and the interpretations drawn from both data were combined in the discussion chapter.

So far, the research approach and design have been identified. In the following section, information about the research sample will be presented before discussing the research instruments.

4.3. The research sample

The participants were EFL teachers and students from three women's universities in Saudi Arabia, and the age of participants is 18 years old and over. The teachers were teaching English as a foreign language for students studying in the preparatory year; and the students were in their preparatory year. The preparatory year, as mentioned earlier, is the first year in the university, and more information about this year is provided in Chapter 1.

The technique used for sampling was 'convenience sampling'. It is a non-random sampling method and is defined as 'the selection of individuals who happen to be available for study' (Mackey & Gass, 2005, p.122). Mackey and Gass (2005) point to some strengths and limitations of using convenience sampling in second language research. The main disadvantage of convenience sampling is that it is likely to be biased, which affects population representation. However, using such sampling techniques has many advantages, as the respondents' participation depends on their willingness to be involved in the study, and there is a 'match between the timetable for the research and their own schedules and other commitments' (Mackey & Gass, 2005, p.122).

Before approaching participants, ethical approval from the 'Research Ethics Panel' at the University of Salford was obtained (Appendix 1). Then, emails were sent to six universities that teach English as a general language to give them an overview of the study and to ask them to participate. These universities were chosen for two main reasons: some are the largest universities in Saudi Arabia, while others were chosen for pragmatic reasons, as they are located in the city where the researcher lives. The emails were followed by telephone calls. Out of six universities (four government universities and two private universities), three universities replied positively and agreed to conduct the study on their premises. One of the universities was a government university, while the other two were private; they will be alphabetically coded as A, B and C. As has been mentioned in the Introduction Chapter, the participating universities teach general English to all the enrolled students before they start their undergraduate study; and these universities represent typical university settings for preparatory year in Saudi universities. More information about each university will be given in the following sections.

4.3.1. University A

University A is a government university. All students who are admitted to this university have to successfully pass the preparatory year. After the successful completion of the preparatory year, students start studying in their intended department. Some departments in the university, such as medicine, nursing and computer science, use English as their medium of instruction. Other departments, such as history, psychology and geography have Arabic as their medium of instruction. Students have to pass an intensive language course, whether their future academic department is taught in English or Arabic. Students who have an intermediate TOFEL or IELTS level in English can be exempted from studying the English course in their preparatory year.

The main aim of the preparatory year is to develop students' English to at least intermediate level, which is equivalent to B1 in the Common European Framework of Reference for Languages (CEFR), (Appendix 2). The English course consists of four levels: beginner, elementary, pre-intermediate and intermediate. The students take a placement test at the beginning of the preparatory year and are then allocated to the appropriate level. The curriculum is determined by the policymakers in this university. The materials used in teaching is the 'New Headway Plus Special Edition textbook series', and each level is taught in seven academic weeks for 18 hours per week. By the end of the level, students are assessed to make sure that they reach the required English standard. The assessment includes speaking tests, writing tests and multiple-choice tests (University A, 2013).

4.3.2. University B

University B is a private university. It requires students whose standard of English is below advanced (below 500 in TOEFL) to undertake a foundation course in English. The main aim of this foundation course is to improve students' English level and to bridge the gap between their previous education in secondary school and the educational environment of the university.

Students are allocated to their level based on a placement test and an interview. Each level has a duration of fifteen weeks and requires students to study an intensive English course for about 19 hours per week. As is the case with the previous university, the curriculum is designed by policymakers and it involves reading and critical thinking, academic writing, listening and speaking. EFL teachers, in this university, use a number of books to teach general English, and do not focus on covering a single textbook.

Students take a placement test at the end of each level to determine if they can progress to the next level. Students who have obtained a score of 500 or more in TOEFL are exempted from the foundation year and they can start studying at the university immediately. One of the features of this university is that it promotes extracurricular activities in the preparatory year as they are included in the timetable and students are offered bonuses for attending such activities. This university also invites a number of L2 speakers to give lectures during the academic year (University B, 2013).

4.3.3. College C

This is a private college, which will be referred to for the purpose of this study as University C in the following chapters because there is, as mentioned earlier, no difference in the degree offered by this college and the universities. The main aim of the college preparation programme (CPP) is to prepare students for the college academic level by developing their standard of English to the advanced level and mathematics. Policymakers are responsible for the curriculum taught in the different EFL courses. Each course includes five modules which are writing, grammar, listening and speaking, reading and study skills. Students are allocated to their level based on their TOEFL scores. Students study English for about 17 hours per week and when they have achieved a score of more than 500 in a paper-based TOEFL, they can start their academic programme at the college. If this is not achieved, they are tested at the end of each course to determine if they can progress to the next level. This college is also visited by L2 speakers and examples of prominent speakers who have visited are the UK Prime Minister David Cameron and the US Secretary of State Hilary Clinton (College C, 2013).

Having explained the sample of the study, a presentation of the research instruments follows in the next section.

4.4. Research instruments

The research instruments included exploratory interviews, questionnaires and follow-up interviews. In addition, a pilot study was conducted to develop a questionnaire relevant to the context of the study. In the following section, there will be an explanation

of the instruments used, the designing of the quantitative instrument, and the pilot study.

4.4.1. Qualitative component: Exploratory interviews (EIs)

The main aim of exploratory interviews was to gain information about the motivational strategies which were felt should or should not be used in the language classroom, in the context of Saudi Arabia. Interview guidelines were based on Dörnyei's (2001a) conceptualisation about motivational L2 teaching practices; the guidelines are attached in Appendix 3. The gathered data served as a main source for developing the questionnaire items to make sure that the questionnaire was relevant to the context of the study.

4.4.1.1. Participants

The first stage in the data collection was conducting semi-structured interviews with six EFL teachers and five EFL students, as shown in Table 4.1. The native language of participants was Arabic; ten were Saudi and one was Syrian.

Table 4.1: The number of participants in the exploratory interviews

University or college	EFL teachers	EFL students
University A	2	1
University B	2	2
University C	2	2

Note: Total number = 11

4.4.1.2. Procedures

Semi-structured interviews were conducted in December 2011, about three months before piloting the questionnaires. This kind of interview was used in this study because although it follows a guideline of questions, it allows the researcher to probe for more information (Mackey & Gass, 2005). The interviews were conducted in the participants' place of education or employment. Interviews were conducted individually; they were face-to-face and recorded. They were conducted in Arabic to allow interviewees to express themselves more clearly, apart from two teachers who preferred to be interviewed in English. The purpose of the interviews was explained to participants and they signed a consent form translated into Arabic prior to the commencement of the interview, see Appendices 4 and 5 for the English version. The average length of each interview was about 30 minutes; the following table shows the duration of each interview.

Table 4.2: The duration of the interviews

University name	Participants	Interview's duration
University A	Student	28:54
	Teacher	21:23
	Teacher	27:36
University B	Student	23:43
	Student	50:39
	Teacher	25:43
	Teacher	37:14
University C	Student	37:10
	Student	14:28
	Teacher	35:13
	Teachers	37:17
Total	5 students 6 teachers	5:39:20

Two forms of interview guidelines were developed: namely, a teacher form and student form (see Appendix 3). During the interviews, participants were given the opportunity to express their thoughts and experiences. The topic of the study was explained to participants and they were provided with a short summary of motivational strategies (in Arabic) that could also be used in the language classroom; this gave interviewees an opportunity to understand the main topic of the study and allow them to express their opinions around this specific area.

The interviews began with an introduction of the researcher, and explanation of the main purposes of the study and the basic interview process. Then, the participants were assured of the confidentiality of the interviews, and then handed the information sheet and the consent form to sign. The first few minutes of the interviews were spent discussing some biographical details, with the aim of creating a relaxed atmosphere. After that, the interviews followed the semi-structured interview guidelines. At the end of each interview, the participant was thanked for their time and cooperation. The interviews went well, and rich data was collected. Teachers spoke clearly about the strategies they use to motivate their students in the English classroom. In addition, students explicitly expressed their views about how they can be motivated. Participants appeared willing to discuss the topic of motivational teaching practices, and both EFL teachers and students seemed that they were speaking about their lived experience: teachers constantly referred to their current teaching practices, and students frequently gave examples of motivational teaching practices used by their current teachers in the preparation year.

4.4.1.3. Data analysis

The interviews were transcribed, coded, and translated. Then, the qualitative data were thematically analysed using MS Word, and the themes related to the motivational strategies used in the language classroom were grouped and then classified. Dörnyei's (2001a) conceptualisation of motivational strategies was used as a framework when analysing the motivational strategies which are discussed during the interviews; see Appendices 6 and 7 for the final analysis of the teachers' and students' interviews.

The role of exploratory interviews was of vital importance; the interviews were used to explore the EFL teachers' and students' views about motivational strategies. Furthermore, the collected data provided essential information when developing the questionnaire of the study, since the qualitative data were used to design a questionnaire which was relevant to the context of the study. In the following section, there will be more description related to the design of the questionnaire used in this study.

4.4.2. Constructing the research quantitative instrument

As mentioned earlier, the main aim of conducting the exploratory interviews was to explore the context of the study and to design context-specific questionnaires based on the results of the qualitative data. In this section, there will be a discussion of the development and the translation of the study questionnaire.

4.4.2.1. The development of the questionnaire items

Three main sources inform the development of the questionnaire items, first, Dörnyei's (2001a) conceptualisation of motivational strategies used in the L2 classroom; second, the analysis of the qualitative data of the exploratory interviews; and third, previous studies which were conducted in the area of L2 motivational strategies (e.g., Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998). Dörnyei's (2001a) framework of motivational L2 teaching practices, presented in Chapter 3, was used to classify the motivational strategies which appeared during the analysis of the exploratory interviews. Such a model was chosen as a basis on which to classify motivational strategies, drawn from the qualitative data, since they synthesise most of the theories of L2 motivation and make these theories applicable in the language classroom.

The classification of the motivational strategies which appeared in the qualitative data shows that students highlight the importance of eleven motivational strategy themes and teachers discuss the significance of 13 themes, see the following table. Each theme consists of a number of motivational strategies (see Appendices 6 and 7).

Table 4.3: Motivational strategy themes that appeared after the analysis of the students' and teachers' interviews

Important motivational strategies for EFL teachers	Important motivational strategies for EFL students
<ul style="list-style-type: none"> • Teacher behaviour • Classroom atmosphere • Learner group • L2 related values • Teaching materials • Goals • Teach students learner strategies • Provide regular encouragement • Task • Feedback • Ideal L2 self • Learner autonomy • Rewards 	<ul style="list-style-type: none"> • Teacher behaviour • Classroom atmosphere • Learner group • L2 related values • Teaching materials • Goals • Teach students learner strategies • Provide regular encouragement • Task • Feedback • Ideal L2 self

As shown in the previous table, although at a macro level, the views of teachers and students about motivational strategies appear to be very similar; however, when micro-level strategies are considered, there are more striking differences. For example, when teachers explain the importance of the scale 'Learner group' as a motivational strategy, they point to doing posters, group activities, competitions, and role-plays. Students also express the significant role of learner group, such as group activities, but they also mention strategies such as trips and after-class clubs. It seems that EFL teachers concentrate more on group work within the classroom and for academic achievements, while students prefer social aspects including outings and extracurricular activities. Therefore, when developing the questionnaire items, the researcher incorporated items mentioned by teachers and students to construct the 'Learner group' scale, as a way of testing this scale further.

The themes which appeared from the qualitative data of teachers and students were combined and formed the questionnaire. Therefore, at the beginning of the

questionnaire design phase, we have 13 scales, and each scale consists of different items. The questionnaire items, as indicated earlier, were selected from the analysis of the exploratory interviews and from the previous literature. However, there were some changes when preparing the final questionnaire scales (see Table 4.4):

- In the preliminary scales derived from the analysis of the qualitative data, 'Teach student learner strategies' and 'Provide regular encouragement' formed two separate scales. After returning to the key literature, it was thought they would work better as one scale – 'Learner confidence' – as they both help to increase learner confidence.
- The 'Task' scale was divided into two scales in the first draft of the questionnaire, which were 'presenting tasks in a motivating way' and 'making learning stimulating and enjoyable'. This division was also made after reading previous studies conducted in the area of motivational strategies, such as Cheng and Dörnyei (2007). The following table tracks the changes made when deciding on the scales of the questionnaire.

Table 4.4: The development of the questionnaire scale (MS= motivational strategy)

Preliminary MS scales from the data analysis	MS scales in the first draft of the questionnaire
Teacher behaviour	Teacher behaviour
Classroom atmosphere	Classroom atmosphere
Learner group	Learner group
L2 related values	L2 related values
Goals	Goals
Feedback	Recognise students' effort
Rewards	
Learner autonomy	Learner autonomy
Ideal L2 self	Ideal L2 self
Teach students learner strategies	Learner confidence
Providing regular encouragement	
Task	Presenting tasks in a motivating way
	Making learning stimulating and enjoyable
Teaching materials	Teaching materials

The initial items pool consisted of more than 100 items across 13 motivational scales. It should be noted that many motivational strategies discussed during the interviews have also been mentioned in the literature, such as in Dörnyei and Csizér (1998) and Cheng and Dörnyei (2007). The principal challenge in producing an instrument was keeping it relevant to the Saudi context by adopting items from the analysis of the exploratory interviews. However, the worry was that this might not prove to be statistically reliable in the pilot study data and thereafter. But with the aim of developing a contextually relevant questionnaire, the instrument includes items from the qualitative data as well as from previous studies. The initial selecting of the items from the interview data depended on different factors; the items which were repeated frequently, throughout the qualitative data, were kept; the items which were spoken

about with passion, force and reason were kept; the items which appeared in both the interviews and in the literature were kept; and some individual items from the literature were also included. The final questionnaire items were reduced to 66, and each scale consists of at least one negatively worded item. The inclusion of negative items is mainly to avoid acquiescence bias where most of the answers go in one direction on the scale. In other words, they act as 'cognitive speed bumps that require respondents to engage in more controlled, as opposed to automatic, cognitive processing' (Podsakoff, MacKenzie, Podsakoff, & Lee, 2003, p.884).

The following table shows the instrument's multi-items scales, items, the negatively worded items, and the sources of the questionnaire items. It should be noted that in the questionnaire some items extracted from the exploratory interviews are relatively similar in meaning to the items already suggested by Dörnyei (2001a) and investigated by previous research, such as that of Cheng and Dörnyei (2007).

Table 4.5: The questionnaire scales, items and the sources of the questionnaire items (EIs= exploratory interviews)

Scales	Items	Source	Notes
1. Teacher behaviour (6 items)	1. Show my enthusiasm for teaching English.	EIs	
	2. Share the reasons for her interest in English with my students.	EIs	
	3. Show students that she cares about their progress.	EIs	
	4. Be ready to answer the academic questions of students.	EIs	
	5. Limit her personal relationship with her students.	EIs	Negatively worded item
	6. Pay attention and listen to each student.	(Dörnyei, 2001a)	

Table 4.5 continued.

Scales	Items	Source	Notes
2. Classroom atmosphere (3 items)	7. Create a pleasant atmosphere in the classroom.	EIs	
	8. Create a supportive classroom climate that allows students to make mistakes.	(Cheng & Dörnyei, 2007)	(This item reworded)
	9. Be serious-minded in the classroom	EIs	Negatively worded item
3. Learner group (5 items)	10. Use small-group tasks where students can mix.	EIs	
	11. Use an interesting opening activity to start each class.	EIs	
	12. Avoid giving students the opportunity to socialise.	EIs	Negatively worded item
	13. Organise outings.	EIs	
	14. Include activities that lead to the successful completion of whole group tasks, such as project work.	EIs	
4. L2 related values (7 items)	15. Invite senior students to share their English learning experiences with the class.	EIs	
	16. Introduce authentic materials, such as an article from an English newspaper.	EIs	
	17. Increase the amount of English I use in the class.	EIs	
	18. Advise students to use English in the classroom rather than outside classroom.	EIs	Negatively worded item
	19. Encourage learners to explore English community, such as watching English TV channels.	EIs	
	20. Invite L2 speaker to class.	EIs	
	21. Remind students of the benefits of mastering English.	EIs	
5. Teaching materials (3 items)	22. Find out students' needs and build them into curriculum.	(Cheng & Dörnyei, 2007)	
	23. Relate the subject matter to the students' everyday experiences.	EIs	
	24. Avoid involving students in designing and running the English course.	(Cheng & Dörnyei, 2007)	Negatively worded item

Table 4.5 continued.

Scales	Items	Source	Notes
6. Goals (6 items) (5 items) after the initial pilot study	25. Encourage students to set learning goals.	EIs	
	26. Show to students how particular activities help them to attain their goal.	EIs	
	27. Avoid stating the objectives of each class.	EIs	Negatively worded item
	28. Help students develop realistic beliefs about English language.	(Cheng & Dörnyei, 2007)	
	29. Encourage learners to select specific goals for themselves.	EIs	Deleted after the initial pilot study
	30. Be flexible about goal completion deadlines.	(Dörnyei, 2001a)	Negatively worded item
7. Making learning stimulating and enjoyable (5 items)	31. Use the same presentation format during the class.	EIs	Negatively worded item
	32. Use learning technology in my classes such as computer.	EIs	
	33. Make tasks challenging.	EIs	
	34. Select tasks which require bodily involvement from students, such as role-plays.	EIs	
	35. Present tasks in a motivating way.	EIs	
8. Presenting tasks in a motivating way (3 items)	36. Explain the purpose of a task.	EIs	
	37. Draw students' attention to the content of the task.	EIs	
	38. Avoid showing students how to answer tasks.	(Cheng & Dörnyei, 2007)	Negatively worded item

Table 4.5 continued.

Scales	Items	Source	Notes
9. Learner confidence (8 items)	39. Provide regular encouragement.	EIs	
	40. Draw my learners' attention to their strengths and abilities.	EIs	
	41. Indicate to my students that I believe in their effort to learn English.	EIs	
	42. Try to reduce students' language anxiety when they are speaking in English.	EIs	
	43. Avoid public comparison, between successful and unsuccessful students.	(Dörnyei, 2001a)	
	44. Help learners accept the fact that they will make mistakes as part of the learning process.	(Dörnyei, 2001a)	
	45. Teach students learning techniques such as the way of memorising vocabulary.	EIs	
	46. Make clear to students that being grammatically correct in speaking is more important than communicating meaning effectively.	(Cheng & Dörnyei, 2007)	Negatively worded item
10. Learner autonomy (6 items)	47. Allow learners choices about the learning process.	EIs	
	48. Encourage group presentations.	EIs	
	49. Teach my students self-motivating strategies, such as self-encouragement.	(Cheng & Dörnyei, 2007)	Reworded
	50. Allow students to assess themselves.	(Cheng & Dörnyei, 2007)	
	51. Give the students choices about how they will be assessed.	Cheng and Dörnyei 2007	Reworded
	52. Avoid giving students choices about the time of test.	(Cheng & Dörnyei, 2007)	Negatively worded item

Table 4.5 continued.

Scales	Items	Source	Notes
11. Feedback (6 items)	53. Provide students with positive feedback.	EIs	
	54. Recognise students' progress.	(Cheng & Dörnyei, 2007)	Reworded
	55. Avoid celebrating students' victory.	EIs	Negatively worded item
	56. Provide face-to-face feedback to students about their progress.	EIs	
	57. Offer ongoing feedback.	EIs	
	58. Monitor student progress.	EIs	
12. Rewards (3 items)	59. Limit the use of rewards to motivate students.	EIs	Negatively worded item
	60. Offer rewards for participating in activities.	EIs	
	61. Make sure grades reflect students' effort and hard work.	(Cheng & Dörnyei, 2007)	
13. Ideal L2 self (5 items)	62. Encourage students to imagine the future situations where they will need English.	EIs	
	63. Encourage students to imagine themselves using English in their future career.	(Taguchi et al., 2009)	
	64. Avoid inviting successful role models to class.	(Dörnyei, 2008)	Negatively worded item
	65. Encourage students to imagine themselves using English when travelling abroad.	(Taguchi et al., 2009)	Reworded
	66. Encourage students to imagine themselves using English to communicate with international	(Taguchi et al., 2009)	Reworded

After deciding on the questionnaire items, the items were randomised in order throughout the questionnaire to avoid a repetition of content which might frustrate the participants (Dörnyei, 2003). See Appendix 8 for the initial randomised questionnaire items.

4.4.2.2. The process of questionnaire translation

The questionnaire was translated into Arabic, the native language of participants, since the population of the study includes EFL teachers and EFL students. It may not have been a problem for EFL teachers to understand the questionnaire items, but students might have found it somewhat challenging as their English level ranges from beginner to intermediate. Besides, because one of the aims of the study is to compare the teachers' and students' beliefs about motivational strategies, it is thought that it would be more appropriate to distribute an Arabic version of the questionnaire to both teachers and students to ensure that they fully understand the meaning of the questionnaire.

The translation team consisted of the researcher and two translators who have a Master's degree in English-to-Arabic translation. In addition, the two translators teach English to university students, so they are more aware of the topic of L2 motivation and motivational strategies. The translation of the instrument went through different stages. Firstly, it was translated by the researcher (a native Arabic speaker). Secondly, the questionnaire was reviewed and edited by one of the translators. After the questionnaire was modified according to the recommendations of the first translator, it was sent to the second translator to review the instrument. The second translator

added some comments, which were taken into account. After the modifications of the instrument based on the translators' views, it was ready for the initial pilot study.

4.4.3. Piloting

The questionnaire was piloted to address any instrument weaknesses and to improve its reliability. The piloting stage went through three stages: initial piloting, online pilot study, and paper-based pilot study. As can be seen later, each stage of piloting informs the development of the quantitative instruments in many ways.

4.4.3.1. The initial pilot study

On 1 April 2012, the initial pilot study was conducted with four female participants. The final version of the Arabic questionnaire was piloted to check the wording, translation, and the meaning of the questionnaire items. The participants were asked to:

1. Make a note of any items whose wording they did not like, and to suggest improvements
2. Make a note of any items whose meaning was not 100% clear
3. Make a note of any item which they considered unnecessary
4. Provide any overall suggestions and recommendations.

The participants were chosen from different backgrounds. Two participants were English language teachers at a Saudi university, one was a university student in her preparatory year, and one was a postgraduate student in the UK. It was believed that having participants from different backgrounds would provide significant recommendations from different perspectives.

Based on the feedback of the participants, some questionnaire items were modified, reworded or deleted. For example:

- Item 8 – ‘encourage students to select specific goals for themselves’ – was deleted as it appeared similar to item 5 – ‘encourage students to set learning goals’.
- The word ‘curriculum’ in item 3 – ‘build the curriculum based on students’ needs’ – was modified into ‘lesson plan’, and then retranslated in the Arabic version. It was suggested by some participants that EFL teachers in Saudi cannot choose the curriculum, but they can control the lesson plan of each class.
- Some items were reworded for the purpose of clarity: items 10, 17, and 48. For example, item 10 – ‘allow learners choices about the learning process’– was reworded into ‘allow learners choices about the English learning process’ to make it specific to English language learning.

Based on this initial piloting, the translation of the instrument was further modified, some items were reworded and one item was deleted (item 8). At this stage, the number of questionnaire items reduced to 65 and the questionnaire was ready to be administered for the main pilot study, which will be discussed in the next section.

4.4.3.2. Online pilot study

In April 2012, an online pilot study was conducted using ‘smart survey online software’. The primary purpose of this piloting stage was to develop a reliable questionnaire scale that is relevant to the Saudi context. The links to the teachers' and students' online questionnaires were emailed to the coordinator of the English language institute

at University A, who agreed to facilitate the pilot questionnaire, along with a message including information about the study and inviting teachers and students to participate. Arabic and English versions of the questionnaire were sent to teachers so that they could choose one version to answer. Students were sent an Arabic version. The coordinator of the language institution sent the questionnaire link to more than 100 EFL teachers and more than 250 students. After about a month, the number of participants was 72, of those 50 were teachers and 22 were students, as shown in the following table. The participants were all female.

Table 4.6: The number of participants in the pilot study

Participants		Number
Teachers	Arabic version	28
	English version	22
Students		22
Total		72

Although students were encouraged by their teachers to participate in the study, the number of students participating in the pilot study was not enough to conduct statistical item analysis as suggested by Hatch and Lazaraton (1991) who suggests including at least 30 participants in each group. This shed light on the difficulty of receiving responses from students using an online questionnaire. Therefore, a decision was taken that the online questionnaire would not be statistically analysed and that a paper-based pilot study would be conducted. However, this stage of the pilot study was significant in many ways, as it assisted the researcher in taking important decisions before conducting the main study. First, it appeared that using an online questionnaire was not feasible in the context of the study, especially in the case of the

students; therefore, it was decided that a paper-based questionnaire would be used in the main study. Second, as one of the aims of this study is to compare teacher and students' perceptions about motivational strategies, it was believed that the questionnaire should be administered in Arabic to teachers and students to avoid any effects of language on the differences in their views about motivational strategies. Therefore, in the paper-based pilot study, it was decided that an Arabic version of the questionnaire would be distributed to both teachers and students. More information about this stage will be discussed in the next section.

4.4.3.3. Paper-based pilot study

A paper-based pilot study was conducted since the online pilot study failed to receive an acceptable number of student responses. Twenty-two students answered the questionnaire, while at least 30 responses were needed to perform the item analysis and to test the scale's reliability. The paper-based questionnaire was conducted at about the beginning of May 2012. The number of participants was 194: 55 teachers and 139 students, as shown in Table 4.7.

Table 4.7: The number of participants in the paper-based pilot study

Teachers	Students	Total
55	139	194

Data were coded using SPSS for Windows (version 17.0), and all negatively worded items were reversed. After the data cleaning, it was found that 11 participants' responses were invalid because they were incomplete or had been answered unsatisfactorily, for example, they had chosen the same answer for all the items in the

questionnaire. These responses were discarded to avoid their negative effect on the data analysis.

- *Descriptive analysis of the data*

In the following section, there will be a discussion of the descriptive analysis of the pilot study, including the mean, standard deviation, and the percentage of the undecided option and missing responses. The descriptive analysis of the pilot study showed that questionnaire items had a mean score ranging from 3.9 to 5.7. It appeared that most participants agreed with most of the questionnaire items. This might be because the items have a positive sense, but this should not cause a problem when analysing the data as we can still order the items from the most important to the least important. Furthermore, previous research of L2 motivation shows similar results, though they are using a different scale. For example, the study of Cheng and Dörnyei (2007) shows that the mean range of their questionnaire items is between 3.51 and 5.7 and this indicates that participants chose one direction of the scale. It should be noted that they used a different scale from the one used in this study, as they used six response options describing the importance of each item ranging from 'not important' to 'very important'. The analysis showed that the standard deviation (SD) of the items was between 0.6 and 1.8 and this illustrated a fair variability of responses, though the responses tended towards the agreement side of the scale. As for the undecided option and missing responses, the percentage of 'I do not know' was between 0.5% and 8.2% and the missing data percentage was from 0.5% to 1.6%. The proportion of undecided options and missing responses was not high, and therefore it can be assumed that most of the questionnaire items were clear to participants.

- *The internal consistency reliability of the scale*

The internal reliability of the multi-items scale was measured using Cronbach Alpha coefficient; the aim was that the Cronbach Alpha of a scale should be above 0.70 as recommended by researchers such as Dörnyei (2007b) and DeVellis (2003). However, it is suggested that it is difficult for short scales with 3-4 items to reach 0.70 (Dörnyei, 2007b; Pallant, 2010), and therefore, Dörnyei (2003, p.112) suggests that 'if the Cronbach Alpha of a scale does not reach 0.60, this should sound warning bells'. In the case of scales with Cronbach Alpha less than 0.70, it is suggested that the mean inter-item correlation of each scale should be between 0.2 and 0.4 to ensure the internal reliability of the scale. Briggs and Cheek (1986, p.114) assert that 'the optimal level of homogeneity occurs when the mean inter-item correlation is in the .2 to .4 range'. As shown in the following table, the Cronbach Alpha of three scales of the instrument was more than 0.70 which is considered a good ratio. On the other hand, eight scales had a Cronbach Alpha between 0.66 and 0.51. Based on the previous argument about internal reliability, 'the warning bells' sound for four scales in this study whose Cronbach Alpha does not reach 0.60. Therefore, the mean of inter-item correlation for each scale was checked to ensure the internal reliability of each scale. The mean of inter-item correlation of all scales was between 0.2 and 0.4, which is a good mean.

Table 4.8: The internal reliability of scales

The Cronbach Alpha of the instrument's scales	No. of cases	No. of items	Cronbach Alpha	The mean of inter-item correlation
Ideal L2 self	176	4	0.74	0.4
L2 related values	156	6	0.72	0.3
Teacher behaviour	164	5	0.62	0.3
Goals	164	3	0.56	0.3
Learner autonomy	153	4	0.66	0.3
Task	169	4	0.71	0.4
Classroom atmosphere	162	7	0.53	0.2
Learner confidence	157	7	0.63	0.2
Learner group	166	4	0.64	0.3
Recognise students' effort	133	5	0.50	0.2

- *The questionnaire items after the item analysis*

The item analysis resulted in reducing the number of scales and questionnaire items. As for scales, they were reduced into 10 scales (Table 4.9). After piloting, two scales 'Presenting tasks in a motivating way' and 'Making learning stimulating and enjoyable' could not statistically form reliable scales, and therefore they were combined to form one scale 'Task' to increase its reliability. In addition, study piloting showed that the scale of 'Teaching materials' did not work. Therefore, it was deleted as a scale, but the scale items were added to other scales.

Table 4.9: The development of the questionnaire scale after piloting (MS= motivational strategy)

MS scales in the first draft of the questionnaire	MS scales after pilot study testing
Teacher behaviour	Teacher behaviour
Classroom atmosphere	Classroom atmosphere
Learner group	Learner group
L2 related values	L2 related values
Goals	Goals
Recognise students' effort	Recognise students' effort
Learner autonomy	Learner autonomy
Ideal L2 self	Ideal L2 self
Learner confidence	Learner confidence
Presenting tasks in a motivating way	Task
Making learning stimulating and enjoyable	
Teaching materials	

In terms of the questionnaire items, 16 items were deleted because they lowered the reliability of the questionnaire scales: 14 items were negatively worded and two were positively worded (Appendix 9). As negatively worded items appear to have a negative effect on the scale's internal reliability, it was decided that all the items in the main study questionnaire would be positively worded.

Moreover, to increase the internal reliability of the scales, eleven items were added to increase the reliability of some scales. Six items were from an instrument used in previous research by Cheng and Dörnyei (2007). The other five items were positively worded and added to the questionnaire items, as shown in the following table:

Table 4.10: Items added to increase the reliability of the questionnaires scales

Scale	Items	Source
Teacher behaviour	Establish good relationship with students	Positively worded items
Learner confidence	Encourage students to try harder	(Cheng & Dörnyei, 2007)
	Design tasks that are within the students' ability	(Cheng & Dörnyei, 2007)
Learner group	Encourage students to share personal experiences and thoughts	(Cheng & Dörnyei, 2007)
	Allow students to get to know each other	(Cheng & Dörnyei, 2007)
Goals	State the objectives of each class	Positively worded item
Classroom atmosphere	Break the routine by varying the presentation format	Positively worded item
	Bring in and encourage humour.	(Cheng & Dörnyei, 2007)
Recognise students' effort	Offer rewards in a motivational manner	Positively worded item
	Teacher should celebrate students' success	Positively worded item
Learner autonomy	Involve students in designing and running the English course.	(Cheng & Dörnyei, 2007)

In addition, to check the validity of the questionnaire and to guard against the acquiescence effect, it was decided that five negatively worded items would be included but would not be analysed. These were added to increase the validity of the questionnaire. The following table shows the number of items in each scale during the different stages of the research.

Table 4.11: The number of questionnaire items

Before piloting		After item analysis		After adding items to increase the scales' reliability	
Scale (13 scales)	No. of items	Scale (10 scales)	No. of items	Scale (10 scales)	No. of items
Ideal L2 self	5	Ideal L2 self	4	Ideal L2 self	4
L2 related values	7	L2 related values	6	L2 related values	6
Teacher behaviour	6	Teacher behaviour	5	Teacher behaviour	6
Goals	5	Goals	3	Goals	4
Learner autonomy	6	Learner autonomy	4	Learner autonomy	5
Presenting tasks in a motivating way	3	Task	4	Task	4
Making learning stimulating and enjoyable	5				
Classroom atmosphere	3	Classroom atmosphere	7	Classroom atmosphere	9
Learner confidence	8	Learner confidence	7	Learner confidence	9
Learner group	5	Learner group	4	Learner group	6
Rewards	3	Recognise students' effort	5	Recognise students' effort	7
Feedback	6				
Teaching materials	3			Negative items	5
Total	65		49		65

- *The validity of the scale*

For the scale to be valid, a number of procedures were followed. First, the questionnaire items are not only based on the previous literature, but are also drawn from the exploratory interviews conducted to make the instrument relevant to the context of the study. Second, as mentioned earlier, the questionnaire was administered for an initial pilot study to check the wording and the translation, as well as the meaning of the questionnaire items. After this pilot, the instrument was modified as recommended. Further revision of the questionnaire items was conducted after the item analysis.

- *The development of the scales after piloting*

Though the pilot study went through different stages and took a relatively long time, it played a key role in the development of the quantitative instrument. The questionnaire was modified as a result of the item analysis. The following is an overview of the main changes of the instrument:

- The undecided response option 'I do not know' was deleted from the instrument because a low percentage of participants chose this answer – less than 10%. It was believed that the questionnaire items related to the participants' context, as all the items are about teaching practices which are related to teachers and students, and therefore the 'I do not know' option was not felt to be needed by participants very often. Additionally, research shows that the inclusion of undecided options in surveys does not have a positive effect on data quality (Krosnick et al., 2002).

- As a result of the pilot study, the wording and translation of items were revised, and some items were deleted while other items were added; see Appendices 9 and 10.
- Some of the items were moved into another scale if it related to the content of the scale in order to increase scale reliability. For example, the item 'provide students with positive feedback' was moved from the scale of 'Recognise students' effort' to the scale 'Learner confidence'.
- It was decided that all the questionnaire items would be positively worded, as it appeared that the negatively worded items reduced the internal reliability of the instrument. However, five randomly negatively worded items were added throughout the questionnaire to ensure the validity of the instrument and to limit the effect of the acquiescence bias. These items are:
 - Teacher should avoid giving students the opportunity to socialise.
 - Teacher should advise students to use English in the classroom rather than outside classroom.
 - Teacher should remind students of their duties to learn English.
 - Teacher should be serious-minded in the classroom.
 - Teacher should be the responsible about choosing the time of tests.
- After these modifications, the questionnaire items were randomised again, Appendix 11.

4.4.4. Quantitative component: main study questionnaires

Two forms of the questionnaire were distributed: namely, a teacher form and a student form. These two forms are mainly similar with some differences in the background questions, as can be seen later. As mentioned earlier, the main sources of the

questionnaire items are the exploratory interviews and the previous literature investigating L2 motivational strategies (see Appendices from 12 to 15 for the English and Arabic versions of the questionnaire). The questionnaire consists of three sections: the first section asks the participants to indicate their degree of agreement about each item. A six-point Likert Scale ranging from ‘strongly disagree’ to ‘strongly agree’ was chosen to measure participants’ beliefs about the importance of using motivational strategies in the English language classrooms. It was chosen because it was important that participants take a position and try to express their opinion in one direction. This section includes 60 items belonging to the ten examined scales; it also has five negatively worded items, as shown in the following table. The five negatively worded items were added as suggested by Dörnyei (2003) to avoid acquiescence bias which is the tendency to agree with questions that sound good (Robinson, Shaver, & Wrightsman, 1991) and these were not included in the item analysis.

Table 4.12: Questionnaire scales and the number of items

Scale	No of items
1. Ideal L2 self	4
2. L2 related values	6
3. Teacher behaviour	6
4. Goals	4
5. Learner autonomy	5
6. Task	4
7. Classroom atmosphere	9
8. Learner confidence	9
9. Learner group	6
10. Recognise students’ effort	7
Negatively worded items	5
Total	65

The second section of the questionnaire consists of general questions, such as age, nationality and university. The teacher form involved eight questions relating to age, nationality, gender, academic qualification, teaching qualification, teaching duration, place of work and the university type. The second section in the student form includes ten questions which are about age, nationality, gender, last academic qualification, place of study, university type, English level, score on the English level test, future academic department, and the language of instruction in the future department. The effect of the background information on participants' perceptions about motivational strategies was examined.

The third section of the questionnaire is optional; it asks participants to fill in some personal details if they voluntarily agree to participate in the follow-up interviews. The personal details include their name, mobile number, email, and university name. So far, it can be seen that the first and third section of the questionnaire is the same in both forms, but there are some differences in the second section, which asks participants some background and general information.

The ordering of the questions is based on suggestions of previous research on the design of questionnaires (e.g., Dörnyei, 2003; Oppenheim, 1992). They suggested that the questionnaire should begin with questions relating to the topic of the study rather than background information or an interview invitation, which should be placed at the end of the questionnaire. Starting the questionnaires with background questions can 'result in a kind of anticlimax in the respondents and it may be difficult to rekindle their enthusiasm again' (Dörnyei, 2003, p.61).

4.4.4.1. Participants

The questionnaire was administered to 140 EFL teachers and 350 EFL students. They were all female and native Arabic speakers. The total response rate is high at 90%. The following table shows the number of participants from each institution.

Table 4.13: The number of participants in the questionnaires

University or college	EFL teachers	EFL students
University A	87	136
University B	6	109
University C	3	100
Total	96	345

Note: Total number= 441

The size of the groups of the teachers was clearly unequal and this was considered in choosing the statistical tests for the data analysis. In terms of the students, the group sizes were not equal, but there were not big differences.

4.4.4.2. Procedures

The questionnaires were distributed in November 2012, to EFL teachers and students. The teachers were handed the questionnaires by the researcher, while they were administered to students by their EFL teachers. The questionnaires were administered to students during class time and took approximately 15-25 minutes to complete. Signed informed consent forms were obtained from respondents prior to their completion of the questionnaires. The informed consent forms were attached to each questionnaire form – see Appendices 12 to 15.

4.4.4.3. Data analysis

The questionnaires were coded with numbers for anonymity purposes and input into SPSS 17.0. After the inputting of the data, the data were cleaned as uncompleted questionnaires and questionnaires that were answered carelessly were deleted. Then, the reliability of the scales was tested again using Cronbach Alpha, which will be described in the following section. Non-parametric tests were used for analysing the data because the data did not meet the assumptions of parametric tests (more information about this point will be provided at the beginning of the Results Chapter). The principal statistical procedures used for the analysis of data were descriptive analysis, the Mann-Whitney test to compare between two groups and the Kruskal-Wallis test to examine the difference between more than two groups.

4.4.5. Qualitative component: Follow-up interviews

Semi-structured interviews were conducted with three EFL teachers and three EFL students. This type was chosen to structure the interviews because, as mention earlier, it allows the interviewer to set guideline questions and at the same time, it allows elaboration on useful information (Mackey & Gass, 2005). The main aims of the follow-up interviews were to develop an in-depth understanding of participants' views about motivational strategies, and to strengthen the findings of the study. The interview guidelines were developed to address the research questions. They investigate the motivational teaching practices used in the English classroom from the perspectives of teachers and students, and examine the reasons behind the importance of some motivational teaching practices. See Appendix 16 for the interview guidelines.

4.4.5.1. Participants

The number of participants in the follow-up interviews was six: three EFL teachers and three EFL students. There are two concerns with the number of participants in this stage of the research. First, it is acknowledged that the number of participants is few; however, it was difficult to arrange interviews with more participants within the time constraints and the circumstances of the participants. Second, the researcher aimed to interview one teacher and one student from each university. However, in University C no teachers agreed to participate in the interview. The following table shows the number of participants in the follow-up interviews.

Table 4.14: The number of participants in the follow-up interviews

University or college	EFL teachers	EFL students
University A	2	1
University B	1	1
University C	-	1

Note: Total number= 6

4.4.5.2. Procedures

The follow-up interviews were conducted in November 2012. Participants who were willing to participate in the interviews and provided their contact information in the questionnaires were contacted to arrange the time and place of the interviews. The interviews were semi-structured, individual, recorded and took place in the universities' facilities. The interviews lasted between 18 and 45 minutes (see Table 4.15), and they were conducted in Arabic to best allow participants to express their thoughts and opinions. The purposes of the interviews were explained to the participants and signed

consent forms were obtained from them prior to the beginning of the interviews. Samples of the informed consent form and information sheet are attached (Appendices 4 and 5).

Table 4.15: The duration of the follow-up interviews

University name	Participants	Interview's duration
University A	Student	38:10
	Teacher	26:26
	Teacher	45:26
University B	Student	18:32
	Teacher	36:38
University C	Student	23:39
Total	3 students, 3 teachers	3:8:51

4.4.5.3. Data analysis

The follow-up interviews were transcribed, translated and coded. The anonymity of the participants was ensured by coding the interviews with alphabetical letters. In the following section, the process of the qualitative data analyses will be explained.

Thematic analysis was used to analyse the qualitative data. It was used because it describes the 'implicit and explicit ideas within the data' (Guest, MacQueen, & Namey, 2011, p.10). In order to describe these ideas, codes are generated from the data which are then classified into relevant themes. Braun and Clark (2006) and Dörnyei (2007b) suggest several stages to be taken in order to interpret qualitative data. Generally, these stages include transcribing the data, initial coding, grouping initial coding, searching for themes, defining and naming themes, and writing the report. These

stages were used in the analysis of this qualitative data, and this is not to say that they are separate stages, as the researcher might be in stage four, but at the same time modify some codes in stage two. There are some programs designed to assist qualitative data. Such software including NVivo is not used in this research because it does not support Arabic, as the interviews are transcribed and analysed in their original language (Arabic). MS Word and Excel are used in analysing the qualitative data because they support Arabic language and they have useful features and commands which help in coding the interviews such as comments in Word, and sorting the data in Excel (Hahn, 2008). Hahn's (2008) book about using MS Word and Excel to analyse qualitative data was used as a guide throughout the analysis process. It should be noted that all the interviews are transcribed and analysed in their original language as recommended by many researchers such as (Liamputtong, 2008); this allows the researchers to be close to the original data. Although the data was analysed in their original language, the researcher coding and comments were in English.

Now, the stages of the qualitative analysis will be presented, and excerpts from the data will be provided to illustrate these stages:

- **Stage 1:**
 - All the interviews were transcribed in their original language. Pauses are marked by two or three dots, and missing words are marked with more than three dots. An excerpt of the transcription for one teacher and one student are attached in Appendices 17 and 18.
 - The transcripts were read through to have an overall feeling about the data.

- **Stage 2:**

- MS Word was used in this stage. The data was organised into tables of three columns, the first column for numbering to identify the location of each code, the second for initial coding and the third for the data and each paragraph became an individual row, as shown in the excerpt below (Figure 4.2):

26.		الباحثة: ممكن تحدثيني عن الاستراتيجيات التحفيزية اللي تستخدموها لتحفيز المطالعات؟
27.		المعلمة (A): أتكلم مع الطالبات، طبعاً لأنهم في الآخر في سن اخواتنا الصغار وفي سن بناتنا. أتكلم معاهم من ناحيه انو انتو ايش راح تستفيدوا بعد كذا... في المستقبل... خصوصاً انو دحين البلد في توجه للدراسات العليا وانو الكل بيكمل ويحتمل... وصر الانجليزي متطلب في كل التخصصات... حتى التخصصات اللي ما يحتاجوا اللغة الانجليزية... فانا من دي الناحيه... كل ما حسيتهم احبطوا او يدات درجاتهم تنزل... الواحد بيشرحهم انهم معلقين الواحد لازم يمر بعقبات.. وبالاخر انتي لما تتجاوزي العقبات هذي... حستقيدي انتي... وكل ما الخطأ يعني.. بالعكس هذا حافظ انك انتي تتعلمي اكثر... وتشجيع.. أهميه اللغة طبعاً.. من الناحيه العلميه ومن ناحيه الحياه.. هوه دحين.. عارفه السننتين هادي الاخير.. تحسي صار عندهم الاحساس دا... صار عندهم وعي اكثر... خصوصاً هوه انتشار اليقات.. وانتشار السفر... لانوا صارت الناس... الا ما كل اسره صار عندها.. أحد في امريكا او في كندا او في بريطانيا... ولا شي.. فيبرو وحوون لهم.. حتى في الصيف وهذا حسسهم انو يعني انو احتاج فعلاً لغه.. اذا مو انا يوم من الايام راح اكون ادرس او اكون مبحثه.. احتاجها لان.. للتواصل مع الناس.. فهم عشان صارو يتعرضوا اكثر للغه.. فصار امكن الاحساس دا عندهم.. وهذا يعني شي ايجابي..
28.		الباحثة: ايسر عليك ان... ايسر عليك ان... ايسر عليك ان...

Figure 4.2: Organising data into tables

- Then, the transcript was initially coded. At this level, all the segments were coded whether they were related to the research questions or not. If the paragraph had more than one coding, each segment was given a number and then coded in the coding column, as appeared in the following excerpt (Figure 4.3).

26.		الباحثة: ممكن تحدثيني عن الاستراتيجيات التحفيزية التي تستخدمها لتحفيز الطالبات؟
27.	¹ benefits of English in future ² context- specific vision for L2 ³ when to use MS ⁴ encouragement ⁵ the difficulty of L2 learning ⁶ rewards of L2 learning ⁷ accepting mistakes ⁸ the benefit of the L2 ⁹ context- specific: increase the awareness of the benefit of L2	المعلمة (A): أتتكم مع الطالبات، طبعاً لأنهم في الآخر في سن اخواتنا الصغار وفي سن بناتنا.. أتتكم معاهم من ناحيه انو انتو ايمس راح تستفيدوا بعد كذا... في المستقبل... خصوصاً انو دحين البلاد في توجه للدراسات العليا وانو الكل بيكمل وبعثات ووصار الانجليزي متطلب في كل التخصصات... حتى التخصصات اللي ما محتاجوا اللغة الانجليزيه... فلنا من دي الناحيه... كل ما حسيتهم احبطوا او بدات درجاتهم تنزل... الواحد بيستجعبهم انهم ٥مجلس الواحد لازم يمر بعقبات ٦ وبالاخر انتي لما تتجاوزي العقبات هذي... حستقدي انتي ٧ وكل ما الخطأ يعني بالعكس هذا حافظ انك انتي تتعلمي اكثر... وتشجيع... ٨ اهميه اللغة طبعاً من الناحيه العلميه ومن ناحيه الحياه... ٩ هوه دحين عارفه السنين هادي الاخير... تحسى صار عندهم الاحساس دا... صار عندهم وعي اكثر... خصوصاً هو انتشار البعثات... وانتشار السفر... لانوا صارت الناس... الا ماكل اسره صار عندها... أحد في امريكا او في كندا او في بريطانيا... ولا شي... فيبرو حون لهم... حتى في الصيف وهذا حسبهم انو يعني انو احتاج فعلاً لغه... اذا مو انا يوم من الايام راح اكون ادرس او اكون ميتحته... احتاجها لان... للتواصل مع الناس... فهم عشان صارو يتعرضوا اكثر للغه... فصار امكن الاحساس دا عندهم... وهذا يعني شي ايجابي.

Figure 4.3: Initial coding

- After the initial coding, a list of codes was generated (Figure 4.4). This presented all the codes in their alphabetical order with the page number which was essential in the process of refining codes. For example, some codes were renamed as they appeared to be related.

Table of codes	
accepting mistakes	2
Accepting mistakes.....	5, 10
Accepting mistakes as a result of the way of feedback (Here, the overlap between MS themes and how they are interrelated)	5
Accepting mistakes- reducing ss anxiety	11
All know the importance of L2	18
Benefit of Less no. of ss	7
Benefit of Less no. of ss- better	7
benefits of English in future	2
Benefits of face- face feedback	5
Benefits of ongoing assessment	12

Figure 4.4: Table of codes

- **Stage 3:**

- Different codes were grouped into broader themes using Excel. Codes and associated text data were copied from MS Word to an Excel document. Then, an identifier for each code was created which included the row number and the document name. For example, (r74, TI-C2) meant that the source of codes and its associated data was row 74 from the document entitled ‘teacher interviews- coding 2).
- After that, the codes were grouped into subthemes, as shown in the following excerpt (Figure 4.5):

1	Subthemes	Codes	Code source	Qualitative data
61	Feedback	Various kinds of feedback	r100, TI-C2	ممکن يكون لفظي يعني المعلمه تقول للطالبه ايتش لاحظت في مستواها..ممکن تكتب.. لها تعليقها لما تصحح المقالات..مثلا..ممکن تعطياها اتياء ممکن تطور النقطه ..الصحيحه اللي عندها..انا افضل التعليق المنفرد و اذا بتني عليها بتني قدام الكلاص
62	Feedback	Why face to face feedback	r47, TI-C2	انا احس هذا افضل طريقه لانوا الطالبه بتفهم عطلول خطأها..لانوا انتي لما تاخذي الورقه وماتشر عليها حتى لو رموز..يعني قليل اللي راح يدور ايتش يعني هذا..مطلب ايتش هذا فيها خطأ
63	Using rewards	Bonuses	r88, TI-C2	بحدين يكون فيه بونص للبنات اللي يستحقون...انا اشوقها مره كويسه لانو بدون درجات ماراح يتحفزو الطالبات...لازم ندي درجات في النهايه...لانوا لو فيه بونص..حتى لو يحطهم طفتابيين راح يظطروا عثمان البونص..لانوا اذا كانت الطالبه طفتابيه راح تؤثر على غيرها وانما كانت نحسانه...احس اذا كان فيه طاقه سلبيه في الكلاص راح تؤثر على الكلاص كله..انما كانت الطالبه كسلابه.

Figure 4.5: Generating Subthemes

- **Stage 4:**

- The main aim of this stage was to combine codes and subthemes into themes. This step was conducted with the help of papers, scissors, big tables, and clips. All the codes and subthemes were printed and cut. Then, the search for themes began by grouping multiple subthemes which were related to each other. For the purpose of ensuring that the subthemes were coherently related to the broader theme, the broader theme was defined and evaluated. The evaluation process involved highlighting some words or phrases,

and ensured that such words or phrases (or similar to them) were found in the data extract related to the theme. The table showing this process is attached in Appendix 19. In addition, two steps, suggested by Braun and Clark (2006), were taken to review in order to increase the validity of each theme, which were:

- Reading all the collected extracts for each theme, and considering if they appeared to form a coherent pattern. If the theme was coherent, it was kept; and if the theme included unrelated subthemes, this theme was modified by moving the subthemes to another theme or by discarding some subthemes from the analysis.
- Rereading the raw qualitative data to determine if the themes were meaningful in relation to the data.

• **Stage 5:**

- After reviewing all the themes, the Excel document was updated.

Now, a column for themes was inserted, as shown in the following excerpt (Figure 4.6):

1	Themes	Subthemes	Codes	Code source	Qualitative data
	Recognise student efforts	Feedback	Various kinds of feedback	r100, TI-C2	يمكن يكون لفتي يعني المعلمة تقول للطالبه ايتش لاحظت في مستواها..ممكن تكتب.. لها تعليقها لما تصحح المفايلات..مثلا..ممكن تملئها ابتداء ممكن تطور النقطه الضخيفه اللي عندها..انا افضل التعليق المنقرد و اذا بنكي عليها بنكي فام الكلاس
51	Recognise student efforts	Feedback	Why face to face feedback	r47, TI-C2	انا احسن هذا افضل طريقه لانوا الطالبه بتتلمح طول خطأها..لانوا انتي لما تاخذتي الورقه وماشتر عليها حتى لو رموز..يعني قليل اللي راج يدور ايتش يعني هذا..طيب ايتش هذا فيها خطأ
62	Recognise student efforts	Using rewards	Bonuses	r88, TI-C2	بتحدين يكون فيه بونوس للبنات اللي يستحقن...انا اشوفها مره كويسه لانو بنون. درجات ماراج يتحفظو الطالبات...لازم ندي درجات في النهايه...لانو لو فيه بونوس..حتى لو يحفظهم طفتشانين راج يظلموا عثمان الونوس..لاناه اذا كانت الطالبه مطقتانه راج توتر على غيرها واذا كانت نحسانه...احسن اذا كان فيه طاقه سلبيه في الكلاس راج توتر على الكلاس كله..اذا كانت الطالبه كسبانته.
63					

Figure 4.6: Identifying themes

By the end of these five stages, twelve themes emerged from the qualitative data analysis and these themes will be presented in Chapter 6. It should be noted that the

quotes used in the interpretation of the qualitative data were first translated by the researcher and then revised by two translators who hold a Master's degree in English/Arabic Translation.

It should be noted that during this process, a number of criteria suggested by Lincoln and Guba (1985) was followed including credibility, transferability, dependability, and conformability. These criteria relate to the evidence of exposure to the context of the study, richness of the interpretation of the data, and documentation of the research design and data analysis. These criteria contribute to the 'trustworthiness' of the findings of the qualitative findings. Trustworthiness refers to 'how can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of' (Lincoln & Guba, 1985, p. 290).

4.4.6. Ethical considerations

This research was guided by ethical considerations throughout its different stages. Essential ethical principles were adopted when collecting and processing the quantitative and qualitative data. Such principles were based on suggestions from some researchers such as Mackey and Gass (2005), Dörnyei (2007b) and Mertens and Ginsberg (2009). These principles include voluntary participation, informed consent, anonymity and confidentiality. Throughout this chapter, these principles were mentioned, and they are summarised again here. In terms of voluntary participation, the heads of the language institution at the participating university agreed to participate in the study after a request was sent along with study information. When administering the questionnaire and conducting interviews, teachers and students were voluntary recruited and they were given the option of withdrawing at any time. As for informed

consent, detailed information about the study was sent to the heads of the language institution. In addition, informed consent was attached to the questionnaire which explains the purpose of the study, what their participation involved and the procedures taken to ensure the confidentiality and anonymity of the participants. The confidentiality and anonymity of the participant were ensured by following some procedures. First, participants were not asked to write their names on the questionnaire papers. Second, participants who provided their personal information in the interview data were anonymised. Third, questionnaires were numbered and interviews were alphabetically coded. Fourth, data was kept confidential and stored in a safe place, and will be destroyed after the completion of this project.

4.5. Conclusion

This chapter discusses the methodology applied in examining EFL teachers' and students' beliefs about motivating teaching practices. It starts by describing the research paradigms and approaches which inform the research design and methods used in this study. In addition, a detailed explanation of the research instrument is provided. In the next chapter, the quantitative results will be presented.

Chapter 5. Quantitative Results

5.1. Introduction

This chapter will provide the results of the quantitative data and will be followed by the presentation of the qualitative data in the following chapter. The main findings of these two strands will be integrated and discussed in the Discussion chapter as suggested by a number of researchers (e.g., Creswell, 2009; Creswell & Plano Clark, 2007; Teddlie & Tashakkori, 2009).

As for the current chapter, it will be divided into four sections. The first section will discuss the reliability of the instrument and the normality of data which affects the choice of statistical tests used to examine the quantitative data. The subsequent sections will answer specific research questions relating to teacher perceptions about motivational strategies, student perceptions about motivational strategies and how the perceptions of the two groups differ. The last section examines the effect of some factors, which are the background information, on participants' views.

The primary aims of this study are to investigate EFL teacher and student perceptions about motivational strategies, and to examine a potential mismatch between teacher and student beliefs about the importance of such strategies. A mixed methods research is developed to achieve the study aims, and to answer the research questions.

In the following section, the reliability of the quantitative research instruments will be confirmed, and the normality of the data will be examined.

Section 1: Examining the data

5.2. The reliability of the scales

The internal reliability of the multi-items scale was measured using Cronbach Alpha coefficient; the aim was that the Cronbach Alpha of a scale should be above 0.70 as recommended by researchers such as Dörnyei (2007b) and DeVellis (2003). However, it is pointed out that it is difficult for short scales (fewer than ten items) to reach 0.70 (Dörnyei, 2007b; Pallant, 2010); and therefore, it is suggested that reaching .60 is sufficient (Dörnyei, 2003). As appeared in Table 5.1, the Cronbach Alpha coefficient of the questionnaire scales ranges from 0.58 to .80; this is considered within the range of accepted reliability of the scales, based on Dörnyei's (2003) argument (0.58 equals 0.6 when rounded).

In the case of scales with Cronbach Alpha less than 0.70, it is suggested that the mean inter-item correlation of each scale should be between 0.2 and 0.4 to increase the internal reliability of the scales (Briggs & Cheek, 1986). Therefore, the reliability of the scales was measured by checking the mean inter-item correlation of each scale which was found to be between 0.2 and 0.4. According to Briggs and Cheek (1986), this is a good mean that indicates scale consistency and the internal reliability of the instrument's scales. Table 5.1 presents the Cronbach Alpha (α) and the mean inter-item correlation of the ten scales for the whole sample, and then for the teacher and finally for the students.

Table 5.1: Internal reliability of the scales investigated in the study, with information for the subgroups.

Scales	Items no.	Whole sample			Teachers			Students		
		Cases no.	α^1	M I-I C ²	Cases no.	α	M I-I C	Cases no.	α	M I-I C
Ideal L2 self	4	435	0.73	0.4	95	0.80	0.5	340	0.71	0.4
L2 related values	6	420	0.68	0.3	92	0.75	0.3	328	0.67	0.3
Teacher behaviour	6	422	0.65	0.2	90	0.68	0.3	332	0.62	0.2
Goals	5	441	0.63	0.3	91	0.70	0.3	326	0.60	0.2
Learner autonomy	5	422	0.71	0.3	91	0.76	0.4	331	0.58	0.2
Task	5	429	0.68	0.3	94	0.72	0.4	335	0.65	0.3
Classroom atmosphere	7	418	0.64	0.2	89	0.67	0.2	329	0.62	0.2
Learner confidence	7	416	0.72	0.3	88	0.70	0.3	328	0.71	0.3
Learner group	6	425	0.65	0.2	93	0.77	0.4	332	0.59	0.2
Recognise students' effort	6	431	0.63	0.2	93	0.68	0.3	338	0.63	0.2

Note: ¹= Cronbach Alpha, ²= mean inter-item correlation.

It should be noted that the number of questionnaire items was reduced after conducting the reliability tests to increase the reliability of the research instruments. For example, the five negatively worded items (items 11, 22, 33, 44, 55) were deleted as they were only included in the questionnaire for validity reasons. In addition, three items (items 42, 18, 21) were deleted as they decreased the Cronbach Alpha of their scales. On the other hand, two items (items 49, 52) were moved to other scales as they seemed more related to these scales; the Cronbach Alpha of the scales was increased after adding these items. For example, item 49 – ‘Help students develop realistic beliefs about their progress in English language learning’ – was moved from the ‘Learner confidence’ scale to the ‘Goals’ scale, and item 52 – ‘Present tasks in a motivating way’ – was moved from the ‘Classroom atmosphere’ scale to the ‘Task’

scale. Thus, the total number of items on the questionnaire became 57 instead of 65.

The next table shows the number of questionnaire items in each scale.

Table 5.2: The number of final questionnaire items included in the item analysis

Scale	No. of items	
	Before the main study	After the main study
Ideal L2 self	4	4
L2 related values	6	6
Teacher behaviour	6	6
Goals	4	5
Learner autonomy	5	5
Task	4	5
Classroom atmosphere	9	7
Learner confidence	9	7
Learner group	6	6
Recognise students' effort	7	6
Negative items	5	-
Total	65	57

Having discussed the internal reliability of the questionnaire scales, in the following there will be an examination of the normality of the data.

5.3. The normality of the data

The normality of the data is investigated by the examination of the skewness and Kurtosis values of the scales, and the histograms of the data distribution which are suggested by Tabachnick and Fidell (2007), Field (2009) and Pallant (2010). Skewness is the measure of symmetry of the distribution, while Kurtosis values indicate the degree of the 'peakedness' of the distribution. The value of skewness and

Kurtosis in normally distributed data is zero, and if skewness and Kurtosis values are above or below zero, this indicates a non-normality in the data distribution (Field, 2009). When the skewness values are positively skewed, this indicates that scores are piled at the low values (left-hand side of a graph). When there are negative skewness values, the scores are clustered at high values (right-hand side of a graph). Figure 5.1 illustrates the skewness of the 'Ideal L2 self scale' (Teachers data), which is negatively skewed at -1.238. As for kurtosis, positive kurtosis indicates that the distribution is clustered or peaked, with a long tail, while negative kurtosis indicates that the distribution is flat, with some cases in the tails. Figure 5.1 represents a positive Kurtosis (2.797) of the 'Ideal L2 self scale'. This figure represents some of the extreme skewness and Kurtosis values of the data distribution; however, in the following section there will be more discussion of the normality of the data where some scales appear to be near/normally distributed.

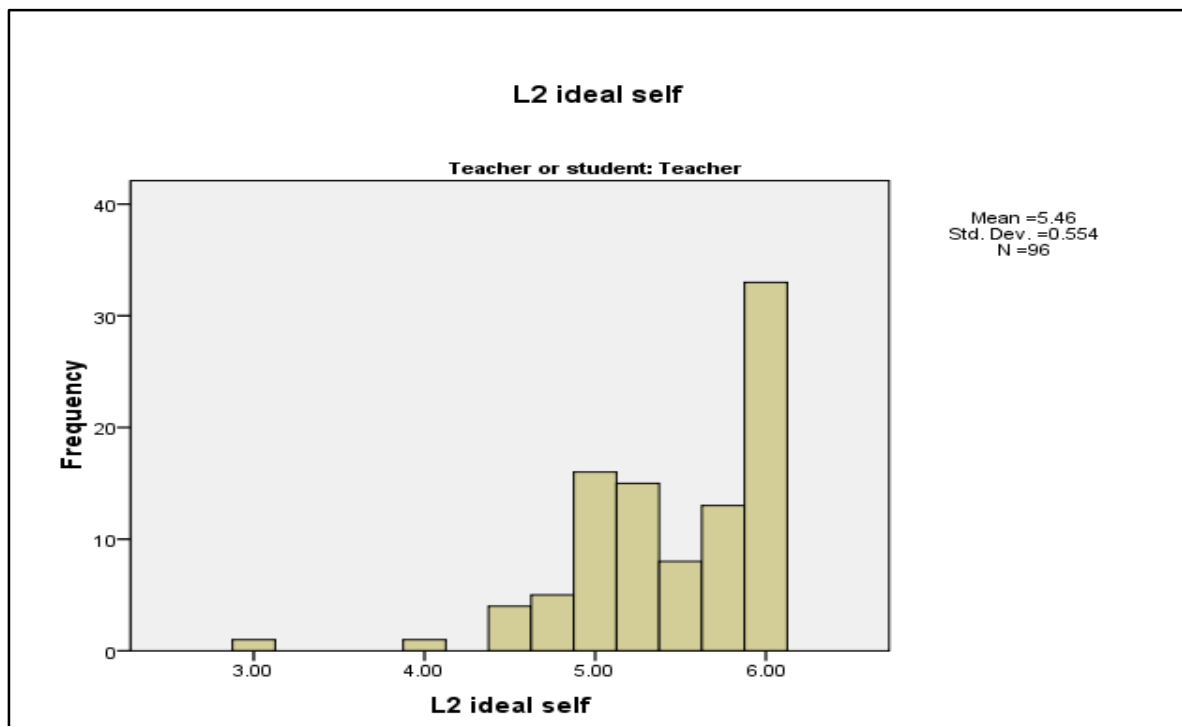


Figure 5.1: Illustrating the skewness and Kurtosis of the data distribution, Ideal L2 self scale (Teacher data)

The following table presents the skewness and kurtosis values of the ten scales of both teachers and students data. In Appendix 20, the skewness and kurtosis values of the questionnaire items are attached.

Table 5.3: The skewness and kurtosis values of the scales

Scale	Teachers		Students	
	Skewness	Kurtosis	Skewness	Kurtosis
Ideal L2 self	-1.238	2.797	-1.320	2.844
L2 related values	-0.244	-0.610	-0.982	1.245
Teacher behaviour	-0.591	-0.477	-1.005	1.380
Goals	-0.246	-0.987	-0.824	1.244
Learner autonomy	-0.341	0.077	-1.313	3.135
Task	-0.222	-1.000	-0.878	1.084
Classroom atmosphere	-0.662	-0.383	-1.232	2.024
Learner confidence	-0.531	-0.846	-1.545	5.086
Learner group	-0.371	-0.641	-0.762	0.371
Recognise students' effort	-0.885	1.807	-0.874	0.817

Before discussing the values in the above table, two points should be discussed. First, a scale or a variable can have significant skewness values (± 0) or kurtosis values (± 0) or both which indicate the non-normality of the scale/variable (Tabachnick & Fidell, 2007, p.79). Second, although there are no definite indicators for unacceptable values of skewness and kurtosis, this research will follow an approach suggested by many researchers (e.g., Bulmer, 1979; Bowen & Guo, 2012) who conclude that if the skewness and Kurtosis are greater than +1 or less than -1, the distribution is problematic.

The previous table (5.3) shows that all the scales in the teachers and students' data are negatively skewed, which shows that most of the responses are clustered in the

agreement direction of the scale. Most of the kurtosis values in the teacher data are below zero which indicate the flatness of the distribution, except for 'Ideal L2 self' and 'Recognise students' effort' which have positive Kurtosis values. As for student data, all kurtosis values are positive, which indicate that many scores are peaked. Applying the rule of +/- 1 as a problematic indication of the normality of the data, it appears that about half of the scales are not normally distributed. When the histograms are examined, it also seems that some of the scales are normally or near normally distributed (see Figure 5.2) while other scales are clearly not normally distributed (see Figure 5.3). For the histograms of all the scales of teacher and student data, see Appendices 21 and 22.

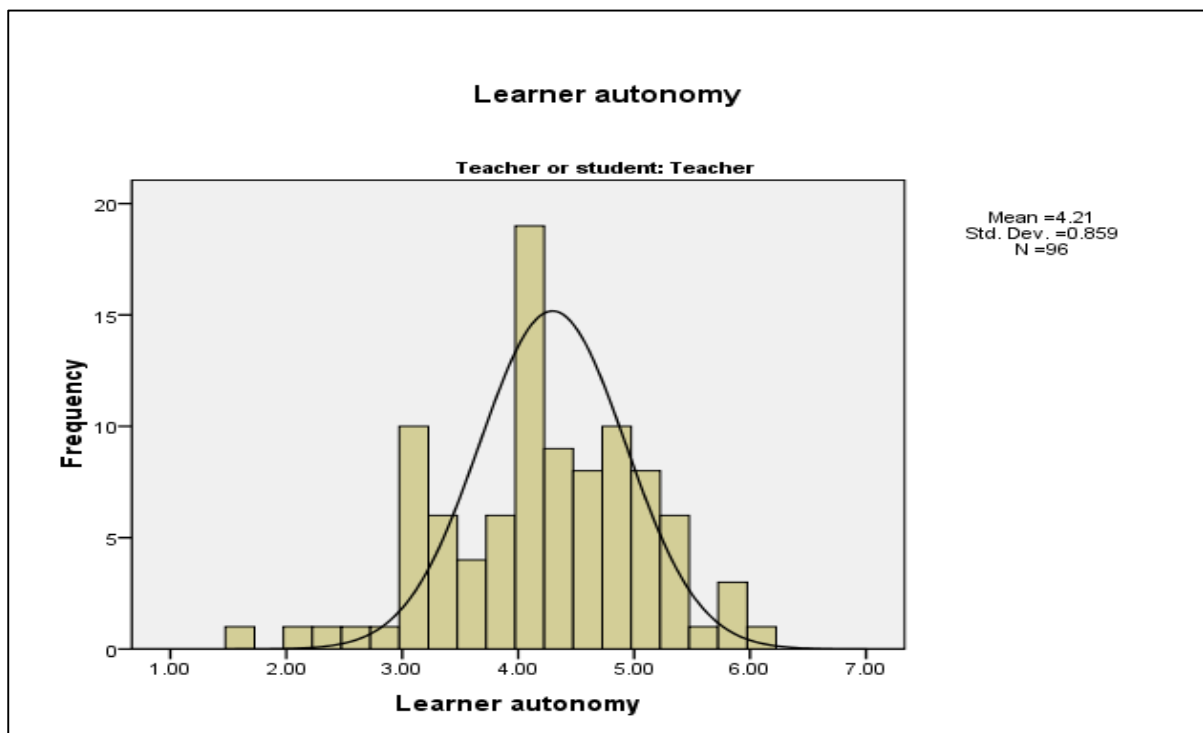


Figure 5.2: The distribution of data: Learner autonomy scale (Teacher data)

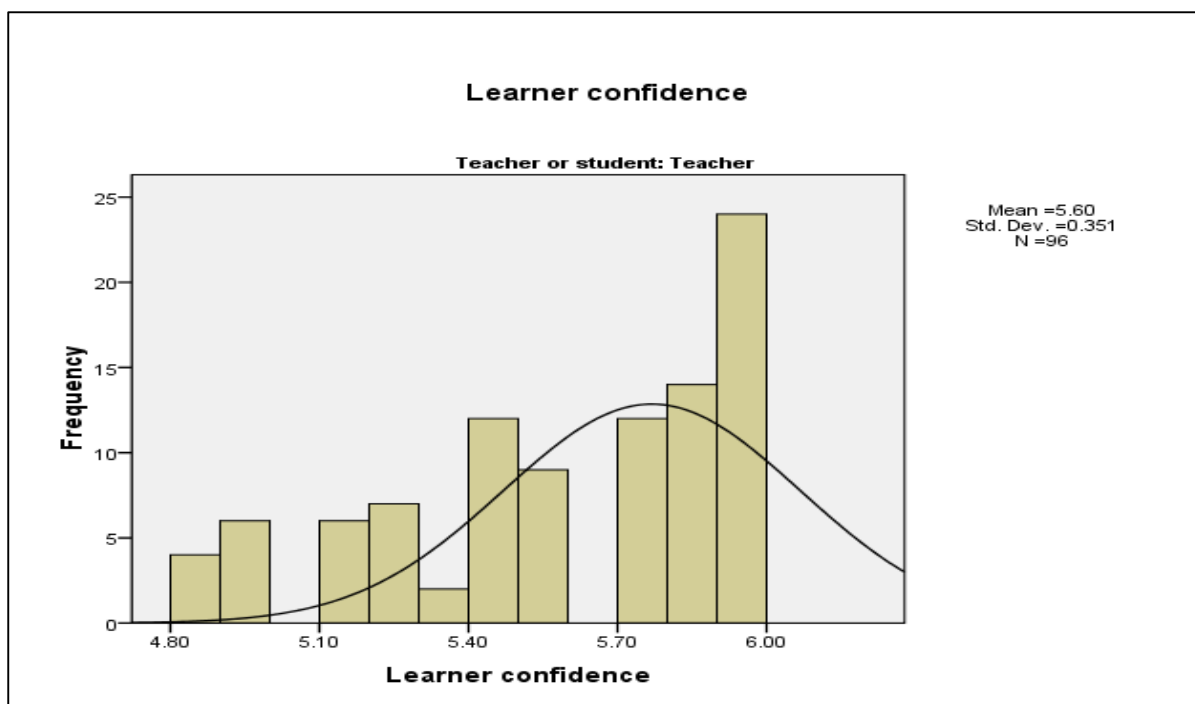


Figure 5.3: The distribution of data: Learner confidence scale (Teacher data)

From the above discussion, it appears that about half of the scales are not normally distributed while the others are near/normally distributed. Having normally distributed data allow the researchers to use parametric tests (such as, t-test and ANOVA) to answer his/her research questions. However, this is not always the case in social science studies research as data tend to be positively or negatively skewed. This should not be considered a weakness of the scale, but it is actually representative of the nature of the topic investigated (Pallant, 2013). In this research, it is because the topic of L2 motivation and the motivational teaching practices seem to be highly valued by both teachers and students that the data is negatively skewed.

Given the fact that the data are not normally distributed, there are two options to deal with this kind of data: transforming the data using some mathematical function to correct the abnormality of data distribution or using non-parametric tests (Field, 2009; Pallant, 2013). In this study, non-parametric tests are used because the data does not

meet the assumptions of the parametric test regarding the normality of the distribution. The data is not transformed because transformation changes the hypothesis being tested. Field (2009, p.156) states 'when using a log transformation and comparing means you change from comparing arithmetic means to comparing geometric means'. In addition, when data are transformed, a researcher addresses a different construct to the one originally measured (Grayson, 2004). Therefore, the transformation of data is not used to address the abnormality of this data.

It can be said that the data is of a good quality to be analysed given its reliability, as shown at the beginning of this chapter, and the statistical measures which have been chosen. In the following sections, the teachers and students' perceptions about motivational scales and items will be presented.

Section 2: The perceptions of EFL teachers and students

In this section, there will be a presentation of teacher and student background information, and their perceptions of motivational scales and items. This section includes two parts. The first part provides the descriptive analysis of teacher data, which starts with the background information of teachers and is followed by the presentation of the teachers' views towards motivational scales and items. The second part follows the same structure in presenting student descriptive data. At the end of each part, teacher and student perceptions will be summarised in relation to the Dörnyei's (2001a) framework of motivational teaching practice in the L2 classroom, as previously discussed in the literature review chapter. This framework includes four areas, which are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

It should be noted that in the presentation of the descriptive results of teacher and student views towards the motivational scales and items, the frequency of responses (%) are included in the tables. In addition, the median (*Mdn*) and interquartile range (*IQR*) are used to summarise the central tendency of data as alternatives to the mean (*M*) and standard deviation (*SD*), because the data are not normally distributed as discussed in the previous section. This is recommended by many researchers such as Connolly (2007, p. 60) and Field (2013, pp. 22- 25). The *median* shows the middle score of a distribution rather than the average of the distribution as the *mean* does (Field, 2013, pp. 22-24). The *interquartile range* is usually reported with the *median*, and it measures the central part of the data distribution; the *standard deviation* is generally reported with the *mean* and it measures the distribution of the data around

the mean (Connolly, 2007, p. 48-58). Although the *mean* and *standard deviation* will not be used to show the central tendency of the motivational scales and items, they are used to organise the items from those with the most agreement to the least agreement. This is because, as will be seen later, the median of some scales or items are the same, but the mean is more accurate in organising scales and items from the most to the least agreement. However, since the *mean* is not used to show the central tendency, it is not included in the tables presented in the results chapter. The results of the raw data including the percentages, the count, the *M* and *SD*, and the *Mdn* and *IQR* are included in Appendix 23.

5.4. Teacher descriptive results

5.4.1. Teacher background information

The total number of teachers is 96, and they are all female as the study is conducted in women's universities. The following table presents the background information of teachers related to age, nationality, academic qualification, teaching qualification, teaching experience, place of work and university type.

Table 5.4: Teacher background information

Background information	Value	Count	Percent (%)
Age	20 - 30	40	41.7
	31 - 40	39	40.6
	41 - 50	11	11.5
	51 - 60	6	6.3
Nationality	Saudi	62	64.6
	Other Arabic speaker teachers	34	35.4
Academic qualification	Diploma	0	0
	Bachelor	48	50
	Master	46	47.9
	PhD	2	2.1
Teaching qualification	TESOL	32	33.3
	TEFL	23	24
	CELTA	5	5.2
	DELTA	0	0
	None of the above	32	33.3
	Missing	4	4.2
Teaching experience	Less than one year	6	6.3
	1 – 5	32	33.3
	6 – 10	26	27.1
	11 – 15	11	11.5
	more than 15	21	21.9
Place of work (Name of university)	A	85	88.5
	B	6	6.3
	C	3	3.1
	Missing	2	2.1
University type	Government	87	90.6
	Private	9	9.4

As shown in the table, the age of teachers is between 20 and 60. All the teachers are Arabic speakers; most of them are Saudi while 35.4% are from other Arabic countries such as Egypt and Lebanon. The majority of teachers, about 98%, have a Bachelor or a Master's degree while only 2.1% have a PhD. As for their specific teaching qualification to teach English, it can be seen that the qualifications are a mix of subjects and levels (certificate, diploma, master). The table above shows that more than 55% have a TESOL or TEFL qualification, while 33.3% have no teaching qualification. In terms of the teaching experience, at the time of collecting the data, most of the teachers have taught English from one to ten years, while 21.9% taught English for more than 15 years. The majority of teachers are working in University A which is a government university, and this is because it is a big university and has a very large English institution with so many teachers and students. The introduction chapter provides more information about the participating universities.

In the following section, an overview of teachers' perceptions will be provided.

5.4.2. Teacher perceptions about motivational scales

Before presenting the descriptive results of each scale and its items, an overview of teacher beliefs towards motivational scales will be provided. In the questionnaire, participants were asked to indicate their agreement with a number of motivational strategies. The following table shows the central tendency of teacher views towards motivational scales represented by median (*Mdn*) and interquartile range (*IQR*). As mentioned in the introduction of this section, these scales are organised in order from the most agreement to the least agreement. It can be seen that it is difficult to organise some scales based in their *median* as some scales have the same median; therefore,

the mean is used in that it is possible to order the scales although there is not much differences between them.

Table 5.5: Teacher perceptions about motivational strategy scales

Scale	<i>Mdn (IQR)</i>	<i>M (SD)</i>
Learner confidence	5.71 (0.63)	5.60 (0.35)
Classroom atmosphere	5.71 (0.57)	5.58 (0.37)
Teacher behaviour	5.67 (0.65)	5.57 (0.37)
Ideal L2 self	5.50 (1.00)	5.46 (0.55)
Task	5.40 (0.80)	5.42 (0.43)
Goals	5.40 (0.80)	5.36 (0.50)
Learner group	5.33 (0.83)	5.35 (0.49)
Recognise students' effort	5.33 (0.67)	5.25 (0.48)
L2 related values	5.08 (0.83)	5.09 (0.58)
Learner autonomy	4.20 (1.20)	4.21 (0.86)

From the results shown in the previous table, it can be seen that teachers generally agree with all the scales, as there is very little difference in the median between each of the individual scales. The table is organised from the most agreement to the least, with Learner confidence at the top and Learner autonomy at the bottom, where the biggest difference can be seen. From the table, the results can be classified into five groups ordered from the most agreement to the least, based on the median of the scales, as the shading in the table shows. In the first two groups, there is no more than a 0.10 median difference within the scales; the third group has the same median but a different IQR, and the last two groups include one scale each. The first group, where the teachers are in most agreement, includes Learner confidence, Classroom atmosphere and Teacher behaviour with median results between 5.67 and 5.71. The

second group consists of Ideal L2 self, Task and Goals with results between 5.40 and 5.50, which are only slightly lower than those in group one. The third group contains Learner group and recognising student efforts, both with results of 5.33 and again very close to the group above. The final two groups have only one scale in each, as the results are slightly different to the rest of the scales. The fourth group relates to L2 values and has a median result of 5.08. This is still very high in terms of agreement, but is lower than the first groups. The final group relates to Learner autonomy, and here we see a marked difference in the *Mdn*, which drops here to 4.20 when compared with the *Mdn* of the rest of the scales.

From the overview of scale results, it would appear that the teachers are aware of their influence on student motivation and the influence of using motivational teaching practices. However, they show their greatest agreement with teacher-led motivational strategies and least agreement with student-centred motivational strategies: the top three in the scale relate to teacher controlled factors whereas the bottom scale relate more to student centred motivational strategies. This point will be clarified when analysing the results of each motivational scale, presented below.

5.4.2.1. Learner confidence scale

Table 5.6 presents the data of the 'Learner confidence scale', which is regarded as the most important motivational strategies for teachers.

Table 5.6: Learner confidence scale (Teachers)

Questionnaire items= 7	SD %	D %	SLD %	SLA %	A %	SA %	Missing	Mdn (IQR)
6. Reduce students' language anxiety when they are speaking in English.	0.0	0.0	0.0	1.0	17.7	78.1	3.1	6.00 (0.0)
60. Provide encouragement.	0.0	0.0	0.0	1.0	21.9	76.0	1.0	6.00 (0.0)
13. Help students accept the fact that they will make mistakes as part of the learning process.	0.0	0.0	0.0	5.2	22.9	68.8	3.1	6.00 (1.0)
26. Encourage students to try harder.	0.0	0.0	0.0	0.0	35.4	64.6	.0	6.00 (1.0)
38. Indicate to her students that she believes in their efforts to learn English.	0.0	0.0	0.0	5.2	35.4	58.3	1.0	6.00 (1.0)
12. Provide students with positive feedback.	1.0	0.0	0.0	4.2	35.4	58.3	1.0	6.00 (1.0)
19. Teach her students self-motivating strategies, such as self-encouragement.	0.0	0.0	2.1	8.3	42.7	45.8	1.0	5.00 (1.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

The table reveals that teachers agree with almost all the statements in the scale, with over 50% agreeing strongly. It is only with item twelve about providing students with positive feedback that 1.0% of the teachers strongly disagree, while 2.1% slightly disagree with item 19 'teach students self-motivating strategies', where the overall 'agreeing strongly' percentage is less than 50%. As mentioned earlier, the scales and their items are organised from the most agreement to the least agreement in terms of participant belief in motivational strategies. The strategy teachers agree most strongly with is reducing student anxiety with 78.1% of the teachers 'agreeing strongly'. This might be because they are aware that language anxiety is one of the difficulties faced by female students in the context of Saudi Arabia. The second highest agreement strategy is for item 60 about providing encouragement with which 76% strongly agree; and while 64.6%, still a high percentage, strongly agree with item 26 relating to

encouraging students to try harder; it is a significantly lower result than encouraging students in general. This may be due to teachers finding encouragement for those students already doing well easier than pushing those who are not, or even those who are doing well even further. A lower percentage of teachers strongly agree with item twelve about providing positive feedback, 58.3% strongly agree with this item, compared with 76% who strongly agree with providing encouragement. This indicates that teachers find encouragement more motivational than feedback, although the feedback is positive.

Another area where teachers strongly agree is in item 13 about accepting student mistakes. Although 5.2% only slightly agree here, the same result as for item 38 related to believing in students, this may suggest a more traditional, strict teaching approach from these teachers than with those who agree strongly that these items (13, 38) are motivational. Overall, the teachers agree that accepting mistakes and believing in students are motivating strategies. All the items, covered so far, are mostly agreed with by the teachers and are all related to teacher-led motivational strategies. The only strategy mentioned that is different is item 19 and it is related to teaching students self-motivating strategies. Here, a difference in the results can be seen, as only 45.8% strongly agree and some teachers, 2.1%, disagree. The teachers agree least with this scale and this may be because some teachers think that teaching self-motivating strategies is beyond their responsibilities as language teachers who need to focus on teaching their lesson rather than teaching students strategies. This may also suggest that they are unaware of the benefits of teaching these strategies. It also suggests a more traditional classroom based approach to learning and perhaps that the teachers are unaware of how to implement or teach learner strategies even if they are aware of their usefulness.

5.4.2.2. Classroom atmosphere

The next Table reveals the beliefs of the teachers toward 'Classroom atmosphere scale'. Overall, all the teachers agree with the items on these scales, except 2% who show a level of disagreement with item 10 'create a pleasant atmosphere in the classroom', and item 7 'bring in and encourage humour'.

Table 5.7: Classroom atmosphere scale (Teachers)

Questionnaire items= 7	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn (IQR)
27. Increase the amount of English she uses in the class.	0.0	0.0	0.0	1.0	25.0	74.0	0.0	6.00 (1.0)
48. Break the routine by varying the presentation format.	0.0	0.0	0.0	1.0	28.1	70.8	0.0	6.00 (1.0)
10. Create a pleasant atmosphere in the classroom.	1.0	1.0	0.0	1.0	22.9	71.9	2.1	6.00 (1.0)
31. Be ready to answer academic questions from students.	0.0	0.0	0.0	2.1	32.3	63.5	2.1	6.00 (1.0)
37. Use learning technologies in her classes such as the computer.	0.0	0.0	0.0	6.3	30.2	61.5	2.1	6.00 (1.0)
61. Use an interesting opening activity to start each class.	0.0	0.0	0.0	11.5	34.4	54.2	0.0	6.00 (1.0)
7. Bring in and encourage humour.	0.0	1.0	1.0	9.4	36.5	50.0	0.0	6.00 (1.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

From the previous table, the highest percentage of strongly agree, in this scale, 74% is for item 27, 'increase the amount of English she uses in the class'. It should be noted, here, that traditionally L2 classes in Saudi Arabia were based around reading and grammar, whereas now they are becoming more communicative. This result suggests that the teachers agree with this change, and they might relate increasing the amount of L2 in the classroom to the learning and progression of the students. The

results here are slightly subjective due to the wording of the question using 'increase'. It could be that the 1% who answered 'slightly agree' already has a high English usage in her classroom whereas the others could be lower. This does not mean to say they are in disagreement about the amount that the language should be used. The two other strategies that score highly in strongly agree are item 48 for varying the presentation style and item 10 for creating a pleasant classroom environment. There is clearly an agreement, here, between teachers about how they can affect the classroom atmosphere and how these can motivate the students. In terms of item 31 which relates to answering the student's questions, a small percentage agree that this is only slightly motivating and a smaller percentage strongly agree compared to the use of English and the classroom environment. This is possibly related to the teachers' interpretation of answering academic questions as part of the learning process rather than as a motivating factor. One of the items which is agreed with less strongly is item 37 about using learner technologies in the classroom. This suggest that teachers feel that it is less beneficial in L2 classes, or that because technology is so widely used that it loses its motivational power. Items 61 and 7, about using interesting openings and humour in the classroom, score the lowest amongst strongly agree with much higher percentages slightly agreeing, and for the humour item, 2% disagree. These two items can be seen as relating to teacher personality and delivery of the content and some teachers may have beliefs on how teachers should behave and deliver the classes that are more traditional or even strict. From the results of this scale, the teachers, generally, seem to believe that the strategies related to teacher behaviour in terms of organisation of the class are more of a motivating factor than their behaviour in terms of teaching style and personality.

5.4.2.3. Teacher behaviour

Table 5.8 presents the data relating to teacher perceptions about the 'Teacher behaviour scale'. Generally, the teachers are in agreement with the items on this scale, though there are some items where the teachers agree less strongly and in some cases disagree.

Table 5.8: Teacher behaviour scale (Teachers)

Questionnaire items= 6	SD %	D %	SLD %	SLA %	A %	SA %	Missing	Mdn (IQR)
4. Show her enthusiasm for teaching English.	0.0	0.0	0.0	1.0	24.0	74.0	1.0	6.00 (1.0)
1. Establish good relationship with students.	0.0	0.0	0.0	1.0	29.2	68.8	1.0	6.00 (1.0)
40. Draw her students' attention to their strengths and abilities.	0.0	0.0	0.0	1.0	33.3	63.5	2.1	6.00 (1.0)
45. Show students that she cares about their progress.	0.0	0.0	1.0	2.1	33.3	63.5	0.0	6.00 (1.0)
24. Pay attention and listen to each student.	0.0	0.0	2.1	5.2	35.4	55.2	2.1	6.00 (1.00)
28. Share the reasons for her interest in English with her students.	0.0	0.0	0.0	9.4	45.8	43.8	1.0	5.00 (1.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

The results of this scale can be categorised into two groups related to whether the motivational strategies are general or personal. For items 4 and 1, 74% and 68.8%, respectively, of teachers strongly agree with showing their enthusiasm for teaching English and establishing a good relationship. These results are very high and relate to the way teachers view their relationship to the class in a general way. Drawing attention to the students' strengths and abilities (item 40) also scores very high with 63.5% strongly agreeing which is identical to showing students that she cares about

their progress (item 45). These are clearly motivating factors according to the teachers, but, here, these strategies seem to be more general than personal; as when they are asked about paying attention to individual students (item 24), 2.1% of teachers disagree and the strongly agree percentage drops to 55.2%. In addition, for sharing personal information about her L2 interest (item 28), the strongly agree percentage drops noticeably to 43.8%. There may be several reasons for these differences. First, the teachers may feel that group motivation is more important than individual motivation. Another reason is that although they believe a good relationship is important, they still want to keep the teacher-student boundaries. A third reason may be related to the size of the classes and the difficulty of paying attention to individual students, and so they do not see this as motivating simply because they do not feel that it is possible for them to do in their classes.

5.4.2.4. Ideal L2 self

Table 4.9 shows the results of the 'Ideal L2 self scale'. As is clearly represented in the table, the teachers' level of agreement is high with all the statements, but overall the strongly agree percentages are much lower than we have seen in the previous tables. There is also some disagreement, although only small percentages, in each of the four areas.

Table 5.9: Ideal L2 self scale (Teachers)

Questionnaire items= 4	SD %	D %	SLD %	SLA %	A %	SA %	Missing	Mdn (IQR)
65. Encourage students to imagine themselves using English in their future career.	0.0	0.0	1.0	4.2	36.5	58.3	0.0	6.00 (1.0)
57. Encourage students to imagine the future situations where they will need English.	0.0	0.0	1.0	2.1	42.7	54.2	0.0	6.00 (1.0)
32. Encourage students to imagine themselves using English to communicate with international friends.	0.0	0.0	3.1	4.2	40.6	52.1	0.0	6.00 (1.0)
17. Encourage students to imagine themselves using English when travelling abroad.	0.0	2.1	1.0	6.3	34.4	55.2	1.0	6.00 (1.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

Of teachers, 58.3% and 54.2 % agree strongly with item 65 and 57 which focus on the future instrumental benefits of mastering the L2. This might be because of the teachers' awareness of the importance of the L2 in finding a future job. Especially nowadays, in Saudi Arabia, having a good level in English becomes one of the essential requirements when applying for a job and when intending to complete postgraduate study abroad. The higher percentages of levels of disagreement are related to other areas of instrumental motivation including speaking with friends and travelling abroad (items 37 and 17). As university teachers, they may be more focussed on future academic and professional outcomes rather than thinking about other social reasons which may motivate the students to learn English.

Ideal L2 self is a relatively new theory in L2 motivation developed by Dörnyei (2005); therefore, it is possible that the teachers are not yet trained to use these strategies, but it is interesting that teachers agree highly with this scale as a motivating teaching practice.

5.4.2.5. Task

In the following table, the findings about teacher views about the 'Task scale' are presented.

Table 5.10: Task scale (Teachers)

Questionnaire items= 5	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
47. Explain the purpose of a task.	0.0	0.0	1.0	3.1	34.4	61.5	0.0	6.00 (1.0)
62. Relate the subject matter to the students' everyday experiences.	0.0	0.0	0.0	3.1	37.5	59.4	0.0	6.00 (1.0)
52. Present tasks in a motivated way.	0.0	0.0	0.0	5.2	39.6	55.2	0.0	6.00 (1.0)
36. Draw students' attention to the content of the task.	0.0	0.0	0.0	3.1	51.0	43.8	2.1	5.00 (1.0)
23. Make tasks challenging.	0.0	1.0	1.0	16.7	52.1	29.2	0.0	5.00 (1.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

For this scale, most of the teachers (more than 55%) strongly agree with items 47, 62, and 52 relating to explaining the purpose of the task, relating the subject matter to the students' experiences, and presenting motivating tasks. However, less than 50% of teachers strongly agree with items 36 and 23 about attracting the student attention to the task content and making tasks challenging. This shows that the teachers feel making the task relevant and useful, and presenting it in an interesting way motivates students more than drawing attention to the content of the task. This may indicate that the teachers understand that showing the students the outcome of learning the task rather than what it involves is more motivating. As for item 23 about presenting challenging tasks, a big difference can be seen in its results, as only 29.2% strongly agree with it, 16.2% slightly agree and 2% disagree. This reflects teacher views about

using challenging tasks in the language classroom. Although they believe it is a motivational strategy, they do not think it is as motivational as the other items in the scale, which are mostly about the way in which the teachers engages students with task rather than presenting challenging tasks to promote their motivation. It could also be that teachers feel that if tasks are too challenging this could be demotivating or at least not motivating for students. Perhaps teachers believe that including tasks that are achievable is more motivating as the students will be able to complete them and feel that they have achieved something, and this could increase confidence and determination for future tasks. This is quite different to the other elements on the scale.

5.4.2.6. Goals

Table 5.11 presents the findings of the ‘Goals scale’, where the majority of teachers agree with most items though there are significant numbers who only slightly agree and a small percentage who disagree.

Table 5.11: Goals scale (Teachers)

Questionnaire items= 5	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
49. Help students develop realistic beliefs about their progress in English language learning.	0.0	0.0	0.0	3.1	43.8	53.1	0.0	6.00 (1.0)
34. Build the lesson plans based on students’ needs.	0.0	1.0	1.0	7.3	32.3	58.3	0.0	6.00 (1.0)
54. Encourage students to set English learning goals.	0.0	0.0	1.0	9.4	40.6	46.9	2.1	5.00 (1.0)
15. Show students how particular activities help them to attain their goal.	0.0	0.0	0.0	10.4	44.8	41.7	3.1	5.00 (1.0)
64. State the objectives of each class.	1.0	2.1	3.1	10.4	39.6	43.8	0.0	5.00 (1.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, *Mdn*= Median, *IQR*= Interquartile range.

The previous table reveals that generally teachers agree with item 54 and 15 relating to encouraging the students to set goals and showing the students how the activities helped them to achieve their goals. However, although they agree that these items are motivational, they felt it is more important for these goals to be realistic with 53.1% strongly agreeing with item 49 about helping their students to develop realistic beliefs of the learning process. This is probably due to teachers realising that achievable goal setting is motivational whereas unrealistic goals, which will probably not be achieved, can have the opposite effect and be extremely demotivating. A high percentage of strongly agree is for building the lessons around the student needs (item 34) although a small percentage, 2% disagree with this. This disagreement is more likely related to constraints the teachers have related to planning their teaching materials (as most teachers have to follow a curriculum imposed on them by some educational department in their university) rather than them genuinely believing it is not motivating. However, a much lower percentage of teachers, namely 43.8%, strongly agree with sharing these objectives with students (item 64) and 6.2% of the teachers disagree with this strategy. Some teachers might think this item does not motivate their students because objectives are more related to teachers. In their view, it might be teachers rather than students who need to know the objective of each class in order to fulfil them. It could also be that some teachers believe that stating objectives at the beginning of the class could have the opposite effect and cause the students to become demotivated, particularly if the objectives relate to grammar or revision.

5.4.2.7. Learner group

The following Table shows the results of the 'Learner group scale':

Table 5.12: Learner group scale (Teachers)

Questionnaire items= 6	SD %	D %	SLD %	SLA %	A %	SA %	Missing	Mdn IQR
46. Encourage group work.	0.0	0.0	1.0	4.2	34.4	60.4	0.0	6.00 (1.0)
59. Encourage students to share personal experiences and thoughts.	0.0	0.0	0.0	9.4	36.5	54.2	0.0	6.00 (1.0)
51. Use small-group tasks where students can mix.	1.0	0.0	0.0	8.3	38.5	52.1	0.0	6.00 (1.0)
3. Allow students to get to know each other.	0.0	0.0	0.0	9.4	43.8	45.8	1.0	5.00 (1.0)
14. Include activities that lead to the completion of whole group tasks, such as project work.	0.0	0.0	1.0	16.7	37.5	42.7	2.1	5.00 (1.0)
20. Select tasks which require students' movement in the classroom, such as role-plays.	0.0	0.0	3.1	17.7	45.8	32.3	1.0	5.00 (1.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

It appears from the previous table that most teachers agree strongly with item 46 'encourage group work', with only 1% slightly disagreeing and 4.2% slightly agreeing. This contrasts with the results for item 14 which addresses group tasks such as projects where 16.7% slightly agree and a much lower percentage strongly agree. This suggests that the teachers view group work more as the organisation in which the lesson content is delivered rather than any work outside the classroom or less organised by the teacher. It also suggests that group work in a very controlled classroom-based activity, and is used for learning purposes. This idea of very controlled group work is supported by the results of item 20 which shows that only 32.3% strongly agree with movement in the classroom which is less controlled and

could be disruptive. The lower percentage here could also be explained by time constraints and workload which could be affected by having the students move and also class size which may make movement unfeasible. As for item 59, 51 and 3, all the teachers agree that encouraging the students to mix, share their experiences and get to know each other are motivational strategies in the classroom; however, a higher percentage strongly agree that sharing experiences is more important than getting to know each other suggesting a more professional rather than friendly environment.

5.4.2.8. Recognise students' effort

Table 5.13 presents the results of the 'Recognise students' effort scale', which shows teacher agreement with this scale.

Table 5.13: Recognise students' effort scale (Teachers)

Questionnaire items= 6	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
50. Recognise students' academic progress.	0.0	0.0	0.0	3.1	35.4	61.5	0.0	6.00 (1.0)
41. Provide face-to-face feedback to students about their progress.	0.0	0.0	2.1	8.3	35.4	53.1	1.0	6.00 (1.0)
58. Celebrate students' success.	0.0	0.0	1.0	12.5	36.5	50.0	0.0	5.50 (1.0)
2. Offer ongoing feedback.	0.0	0.0	1.0	6.3	51.0	40.6	1.0	5.00 (1.0)
39. Offer rewards in a motivational manner.	1.0	2.1	3.1	21.9	38.5	32.3	1.0	5.00 (2.0)
5. Offer rewards for participating in activities.	0.0	0.0	5.2	24.0	45.8	24.0	1.0	5.00 (1.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

This table shows that a high percentage, 61% of teachers, strongly agree with item 50 'recognise students' academic progress' and none of the teachers disagree with this. This might indicate a teacher focus on the academic outcome of the students. The teachers appear to favour offering feedback with about 97% of teachers showing their levels of agreement with offering face-to-face feedback and ongoing feedback (items 41 and 2). However, those who strongly agree with ongoing feedback are lower, namely 40.6%, which may suggest that organised ongoing feedback is more difficult than instant face-to-face feedback offered when a student performs well. In terms of items 39 and 5 about offering rewards, the percentage of teachers who strongly agree with offering rewards to recognise students' efforts is much lower, with around 5% for each showing levels of disagreement that rewards motivate in this way. This does not necessarily suggest that teachers do not agree with giving rewards to the students. It may indicate that strategies such as feedback and noticing students' progress are more useful than giving rewards to motivate their students.

5.4.2.9. L2 related values

The results of the 'L2 related values scale' are presented in the following table.

Table 5.14: L2 related values scale (Teachers)

Questionnaire items= 6	SD %	D %	SLD %	SLA %	A %	SA %	Missing	Mdn IQR
56. Remind students of the benefits of mastering English.	0.0	0.0	0.0	2.1	36.5	60.4	1.0	6.00 (1.0)
25. Use authentic materials, such as an article from an English newspaper.	0.0	0.0	0.0	7.3	42.7	49.0	1.0	5.00 (1.0)
16. Encourage students to explore English community, like watching English TV channels.	0.0	2.1	0.0	10.4	39.6	46.9	1.0	5.00 (1.0)
53. Invite an English speaker to class.	0.0	2.1	3.1	29.2	31.3	34.4	0.0	5.00 (2.0)
29. Invite successful role models to class.	0.0	2.1	9.4	29.2	35.4	22.9	1.0	5.00 (1.0)
8. Invite senior students to share their English learning experiences with the class.	1.0	4.2	8.3	26.0	39.6	19.8	1.0	5.00 (1.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, *Mdn*= Median, *IQR*= Interquartile range.

It is apparent from the previous table that all the teachers agree with item 56 ‘remind students of the benefits of mastering English’, which suggests that teachers consider highly the importance of explaining to the students the practical benefits of speaking the L2. This corresponds with the findings of the scale ‘Ideal L2 self’, discussed earlier, where teachers viewed item 65 ‘encourage students to imagine themselves using English in their future career’, as the most motivating strategy within the scale. With relation to item 25 and 16, very high percentages of the teachers agree and strongly agree with the use of authentic materials and encouraging students to explore L2 culture to motivate them. This suggests teachers’ agreement with the role of the L2 integrative values in motivating students. As for items 53, 29 and 8, a noticeable number of teachers show levels of disagreement with these items which are about inviting English speakers, successful role models or senior students to class. It is clear that these teachers do not recognise these techniques as being motivating as they do

with the top three items in the scale which are directly related to L2 instrumental and integrative values. There could be a number of reasons for this including the fact that it may be difficult or out of their power to organise, that the curriculum is already too full to include these visits, or that the teachers genuinely do not feel these strategies are beneficial to the students. This may be based on personal experience and also due to the fact that an external speaker would probably involve the students listening individually in more of a lecture type class which the teachers do not tend to promote in the active L2 classroom.

5.4.2.10. Learner autonomy

Table 5.15 shows the results of the 'Learner autonomy scale', which is the scale least agreed with.

Table 5.15: Learner autonomy scale (Teachers)

Questionnaire items= 5	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
9. Allow students choices about the learning process.	1.0	1.0	3.1	22.9	45.8	22.9	3.1	5.00 (1.0)
63. Organise outings.	1.0	4.2	9.4	39.6	27.1	18.8	0.0	4.00 (1.0)
35. Give students choices about how they will be assessed.	2.1	9.4	16.7	29.2	30.2	12.5	0.0	4.00 (2.0)
43. Give students choices about when they will be assessed.	7.3	7.3	24.0	22.9	25.0	12.5	1.0	4.00 (2.0)
30. Involve students in designing and running the English course.	4.2	14.6	20.8	31.3	17.7	10.4	1.0	4.00 (2.0)

Note: No. of participants=96. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

The previous table shows that the majority of teachers agree with the items in this scale; however, there is a spread of teacher beliefs and opinions about these

strategies. The results here reveal the lowest percentage of strongly agree and the highest percentage of levels of disagreement from all the scales. In terms of item 63, related to organising outings, most teachers, namely 39.6%, agree slightly with this item, with about 14% revealing their levels of disagreement with this item which could be because of the teachers' need to cover the required curriculum, or because class sizes may make it difficult to organise outings. This result might reflect teachers' views about motivational strategies as being classroom-based rather than outside classroom activities. As for item 9, teachers show their highest level of agreement, in this scale, for allowing students choices about their learning process. However, there are high percentages of disagreements with giving students the choice about the way and times of assessments, items 35 and 43. This shows that more teachers agree with involving students in what they are learning rather than how and when. As for item 30, only 10% of the teachers strongly agree and 17.7% agree with involving students in the designing of the English course as a motivational strategy; and about 40% of teachers show their disagreement with this. This might reflect the policy of teaching English in Saudi Arabia, where students are excluded from the designing of the curriculum. From the results of this scale, it seems that course content and assessments are externally organised, and so the students cannot have any influence over them. They could also suggest that the teachers do not believe the students have the ability to make these choices and that these should be made by them.

5.4.3. Summary of teacher perceptions about motivational strategies

From the results of teacher views towards motivational scales, it can be seen that, overall, the teachers agree with all the motivational scales. Some of these scales are agreed with more strongly than others such as Learner confidence compared to

Learner autonomy. In addition, there is also a divide in some of the scales as to how motivating particular elements are compared to others such as in the 'Teacher behaviour scale' where teachers tend to agree more with items related to general good rapport with students rather than sharing personal experiences. To summarise the teacher perceptions, the results will be organised based on the L2 motivational framework adopted in this study which consists of four areas, which are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

In terms of creating the basic motivational conditions, three motivational scales are investigated in this study that relate to this area. The strongest in terms of teacher agreement are 'Classroom atmosphere' and 'Teacher behaviour', and the weakest is 'Learner group' which scores much lower. After investigating the items of these scales, it can be argued that the main theme creating differences in teacher beliefs about what creates the basic motivating conditions can be related to the teacher roles which mainly focus on the academic progress of students in L2 learning. The highest scoring items in 'Classroom atmosphere' are about class organisation and the teacher role in delivering the lesson. However, when asked about items that might not directly relate to academic teaching such as using humour the teachers agree much less. As for 'Teacher behaviour', similar patterns in the results can be seen. For example, with the difference in the strong agreement, the highest result in this table is with 'showing her enthusiasm for L2', compared to 'sharing her personal reasons for L2' which is the lowest result in the table. This might suggest that teachers prefer motivational strategies which could influence the L2 progression of students and not only the motivation for L2 learning. As for the results of the Learner group, it shows a similar pattern of difference relating to the role of teachers between the items that are in the

top and bottom of the table. Encouraging group work scores the highest, but the lower results are for project work and movement which suggest that teachers prefer class-based, teacher-led and organised group work which might directly influence the academic outcome and achievement of the students.

The second area of the L2 framework is generating initial motivation. The three motivational scales examined in this study and related to this category include Ideal L2 Self, L2 related values and Goals. Ideal L2 self and Goals score the highest and this is to be expected as they are closely linked. L2 related values; however, fall much lower even though it can be strongly argued that the L2 related values would create the Ideal L2 self and therefore the goals. The discrepancy here suggests an understanding of Ideal L2 self as a motivating factor but there is less agreement with where this motivation comes from. As for the items of the scales, the items which score highest and lowest in each scale are examined. From the results, it can be argued that the teachers' focus for their students relates to educational achievements more than any other external factor. In the results of Ideal L2 self, the highest score is related to the students' future careers compared with travel, a social and perhaps more personal item, scoring the lowest. We can see here again, as in the results for creating the basic motivational conditions, that the teachers are more focussed on their role of delivering the classes based on their knowledge and their beliefs that they know what is best for the student. In the results of the scale 'Goals', the teachers show that they know the class and their needs and they plan their lessons accordingly, but when it comes to sharing this information with the students, the results are much lower. In terms of the findings of L2 related values, teachers show again their beliefs about what motivates students. When asked to consider the motivating possibilities of inviting external speakers the results are the lowest which again suggests that the teachers feel that

they are in the best position to motivate their students and they know their needs better than others. It also suggests a reluctance to relinquish control of the class by inviting other speakers. Thus, it can be seen here, as with creating the basic motivational conditions, that there is a divide in teacher perceptions between, on the one hand, teacher-led strategies and strategies relating to educational based and achievement; and on the other hand, the more progressive student-led strategies which include achievements which are not directly related to the classroom or the school.

The third area of the L2 motivational framework is maintaining and protecting motivation, which involves three motivational scales including Learner confidence, Task and Learner autonomy. Learner confidence scores the highest of all the motivational scales investigated in this study, with Task falling in the middle and Learner autonomy the lowest. When examining the items of these scales, the results suggest that teacher beliefs of motivational strategies seem to be much more related to their own role in the classroom and the effect that they have on their students rather than a shared vision with students. For example, in relation to 'Learner confidence', they feel that they are responsible for reducing anxiety and encouraging the students which will lead them to be confident; yet barely recognise the potential of students doing this for themselves by teaching self-motivating strategies. Another example is the findings of the Learner autonomy scale in which all items score low in terms of strongly agree. This low result could be due to the nature of strategies related to Learner autonomy, which involve students and are less teacher-led. Therefore, it is unsurprising that the scale of 'Learner autonomy' features the lowest agreement from the teachers.

The final area of the L2 motivational framework relates to encouraging positive self-evaluation and includes one scale which is recognising student efforts. This motivational scale scores in the middle in terms of teacher agreement, compared to the other scales. In relation to the items of this scale, the highest agreement is for recognising students' progress. The main discrepancy in the results, here, relates to how this should be done in order to be motivating. The higher scores show that giving feedback (whether face-to-face or ongoing) is the best way to do this with the lowest for offering rewards. This shows, generally, the lowest agreement with rewards as a motivator in terms of recognising student efforts, and therefore encouraging the positive self-evaluation of students. The low scores for 'rewards' as a motivational strategy could be because they are always given as positive feedback and this is not sufficient as recognising students' efforts could be positive and negative. It could be for this reason that giving feedback is agreed with much more strongly as a motivating teaching practice above rewards. Feedback can be given as a positive and a negative, depending on student efforts and teachers perhaps believe that both are important for students' progress in L2 learning.

Having presented the teachers' views towards motivational scales; in the following part, students' perceptions will be provided.

5.5. Student descriptive results

5.5.1. Student background information

The following two tables will present the background information of the students. The first table will provide the results in relation to age, nationality, last academic qualification, place of study and university type. The second table will present the

results for English level, the name of the level test, the score in the level test, and the language of instruction in the future department. The data relating to their future academic department are not included in this table because it has a long list of departments provided by the students. It is available in Appendix 24. In Table 5.16, the first part of the descriptive analysis will be provided.

Table 5.16: Student background information

Background information	Value	Count	Percent (%)
Age	18 – 25	339	98.3
	26 – 35	1	0.3
	Missing	5	1.4
Nationality	Saudi	314	91
	Other Arabic nationalities	28	8.1
	Missing	3	0.9
Last academic qualification	Secondary certificate (Arts)	81	23.5
	Secondary certificate (Science)	260	75.4
	English language certificate	0	0
	English diploma	0	0
	Missing	4	1.2
Place of study	A	136	39.4
	B	109	31.6
	C	100	29
University type	Government	136	39.4
	Private	209	60.6

As appears in Table 5.16, the age of most of the students is between 18 and 25 and all the students are native Arabic speakers. As for their last academic qualification prior to their studying at the university, 23.5% hold an Arts secondary certificate while

75.4% hold a Science secondary certificate. More than half of the students are studying in private universities while 39.4% are studying in University A which is a government university, and the difference in the proportion here is because one government and two private universities are participating in the study. In the following table, the second set of student background information will be presented.

Table 5.17: Student background information (continued)

Background information	Value	Count	Percent (%)
English level	Beginner	40	11.6%
	Pre-intermediate	93	27.0%
	Intermediate	147	42.6%
	Upper intermediate	61	17.7%
	Missing	4	1.2%
Name of level test	University placement test	122	35.4%
	IELTS	16	4.6%
	TOFEL	98	28.4%
	Missing	109	31.6%
Score of level test	TOEFL 0-310, IELTS 0-1.0	1	0.3%
	TOEFL 310-343, IELTS 1-1.5	3	0.9%
	TOEFL 347-393, IELTS 2.0-2.5	3	0.9%
	TOEFL 397-433, IELTS 3.0-3.5	48	13.9%
	TOEFL 437-473, IELTS 4.0	24	7.0%
	TOEFL 477-510, IELTS 4.5-5.0	6	1.7%
	TOEFL 513-547, IELTS 5.5-6.0	2	0.6%
	Missing	258	74.8%
Language of instruction in the future department	English	270	78.3%
	Not English	12	3.5%
	I do not know	53	15.4%
	Missing	10	2.9%

As shown in Table 5.17, the English level of most of the students (42.6%) is intermediate, while 17.7% are upper-intermediate and 11.6% and 27.0% are beginner and pre-intermediate respectively. It is acknowledged that there is a weakness of self-report of this data relating to level as students may not be able to judge their own level accurately or may falsely report it. Therefore, students were asked about their score in their level test. However, 31.6% of students do not indicate the name of the level test they did, and more than 70% did not write their score in their level test. It should be noted here that all the participating universities, at the time of data collection, required students to do a level test and based on the level test they allocated students to their appropriate level. Thus, it is not clear here why the students were reluctant to provide information about their level test. Some of the potential reasons are their reluctance to include this information or they may simply have forgotten their score. As for the last question, concerning the language of instruction in their future academic department in the university, 78.3% state that it would be English, while 3.5% indicate that it would not be English, and 15.4% do not know the language of instruction.

It should be noted that there will be an investigation into the effect of some teacher and student background information on participant perception towards motivational strategies in Section 4.

5.5.2. Student perceptions about motivational strategies

The following table presents the descriptive results of the motivational scales investigated in this study. The median (*Mdn*) and the Interquartile Range (*IQR*) are used to show the central tendency of the data, and, as mentioned earlier, the

motivational scales and items within scales are organised based on the results of the mean (M). Please see Appendix 25 for the raw data.

Table 5.18: Student perceptions about motivational strategy scales

Scale	<i>Mdn (IQR)</i>	<i>M (SD)</i>
Ideal L2 self	5.50 (0.75)	5.43 (0.55)
Classroom atmosphere	5.43 (0.71)	5.36 (0.49)
Learner confidence	5.43 (0.57)	5.36 (0.48)
Teacher behaviour	5.33 (0.67)	5.32 (0.49)
Recognise students' effort	5.17 (0.67)	5.11 (0.55)
Learner autonomy	5.20 (0.80)	5.09 (0.63)
Task	5.20 (0.80)	5.08 (0.58)
Goals	5.20 (0.60)	5.06 (0.59)
L2 related values	5.00 (0.73)	4.94 (0.64)
Learner group	5.00 (0.83)	4.89 (0.62)

As is the case with the teachers, the students hold a high level of agreement with all the scales. The whole scale for students has a difference in median results of only 0.50 from the highest to the lowest.

For this table, the results are categorised, although they are very similar, into four groups, as highlighted in the table. The first group, which is most strongly agreed with, is the Ideal L2 self with a median result of 5.50. The second group includes three scales, Classroom atmosphere and Learner confidence, which score very high too, with median results of 5.43, only a small drop from the highest in the table but a noticeable difference. After this comes Teacher behaviour at 5.33, similar in scores to the other three at the top of the table. For the third group the results drop a little, by

0.13 in their median score. Four motivational scales are grouped together as the results are so similar with only a 0.3 difference between one motivational scale. This group includes Learner autonomy, Recognising the students' efforts, Task and Goals which all score 5.20, except for recognising students' efforts at 5.17. Finally, in the scale we see a more significantly lower median for L2 related values and Learner group with median results of 5.00.

From the table, it can be seen that the strategies which are most motivating for students relate to how they picture themselves and how they feel in the classroom in general rather than what they do in the classroom. The Task, Goals and Teacher behaviour are not mentioned in the top three and are more specific to the class content, what is learned and how. Students also appear to find these highly motivating, but not as motivating as the more general areas, mentioned above. The scales which the students feel are the least motivating relate to the instrumental and integrative values which include strategies which are not related to the classroom itself nor to Learner group which is about class organisation rather than the content.

In the following section, the descriptive results of each scale and its items will be presented.

5.5.2.1. Ideal L2 self

Table 5.19 presents the results of the 'Ideal L2 self scale', which shows that students hold high levels of agreement with this scale and its items.

Table 5.19: Ideal L2 self scale (Student)

Questionnaire items= 4	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
32. Encourage students to imagine themselves using English to communicate with international friends.	0.0	0.6	0.6	7.5	33.9	57.1	0.3	6.00 (1.0)
17. Encourage students to imagine themselves using English when travelling abroad.	0.3	0.3	1.2	6.4	34.2	57.1	0.6	6.00 (1.0)
65. Encourage students to imagine themselves using English in their future career.	0.9	0.0	1.4	7.2	30.7	59.4	0.3	6.00 (1.0)
57. Encourage students to imagine the future situations where they will need English.	0.0	0.3	2.3	8.7	41.4	47.0	0.3	5.00 (1.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, *Mdn*= Median, *IQR*= Interquartile range.

It is apparent from the previous table that students hold almost the same level of agreement (more than 50%) with items 32, 17, and 65 which are about imagining using English to communicate with international friends, using English when travelling abroad, and using English in their future career. Those three motivational strategies seem equally important for students. These three are all related to envisaging Ideal L2 self outside the classroom rather than motivational strategies used inside the classroom. These are more related to what the students can do with the English they learn in their own social lives both now and in the future. These are very much related to why the students are learning and the outcomes of L2 learning. The lowest scoring for agreeing strongly (less than 50%), in this table, relates to external Ideal L2 self too but is a more general theme asking about other future situations (item 57). The difference in strongly agree here may be due to students thinking that this question refers to other situations than those already mentioned which they view to be less

important than communicating with friends, travelling and career. It could also be that, in comparison to the other statements, this is too vague to give a clear result.

5.5.2.2. Classroom atmosphere

Table 5.20 reveals the findings about the 'Classroom atmosphere'. Generally, the results show that most of the students believe that classroom atmosphere plays an important role in motivating them.

Table 5.20: Classroom atmosphere scale (Student)

Questionnaire items= 7	SD %	D %	SLD %	SLA %	A %	SA %	Missing	Mdn IQR
10. Create a pleasant atmosphere in the classroom.	0.0	0.6	0.3	3.5	31.9	63.5	0.3	6.00 (1.0)
48. Break the routine by varying the presentation format.	1.4	1.2	0.9	6.1	30.4	60.0	0.0	6.00 (1.0)
27. Increase the amount of English she uses in the class.	0.9	1.4	1.4	6.1	31.6	58.0	0.6	6.00 (1.0)
61. Use an interesting opening activity to start each class.	0.6	0.3	2.6	9.6	33.3	52.8	0.9	6.00 (1.0)
31. Be ready to answer academic questions from students.	0.0	0.0	1.4	10.4	39.1	47.2	1.7	5.00 (1.0)
7. Bring in and encourage humour.	0.6	0.3	2.3	11.9	31.3	52.5	1.2	6.00 (1.0)
37. Use learning technologies in her classes such as the computer.	2.3	2.0	2.3	12.5	37.4	42.9	0.6	5.00 (1.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

As shown in the previous table, within the scale, most strategies are strongly agreed with by at least 50% of the students, with only item 37 related to the use of technology scoring lower than 50 at 42.9% and item 31 about answering academic questions at 47.2%. The highest agreement is with item 10 'create a pleasant atmosphere in the

classroom'. Following this, item 48 about varying the presentation format to break the routine of the class also scores very highly with 60% strongly agreeing although a number of students show levels of disagreement with this. This result shows that the previous strategy of varying the presentation format is very subjective as although most students are motivated by variety of class presentation, it can be seen that some students prefer the same structure and format, probably as they prefer to know what to expect from their classes. Most students agree that increasing the amount of English used in the class (item 27) is motivating; however, there are some who disagreed. It could be that the teachers of these students already use a high amount of English in class and students do not feel it is necessary to use more. Another possibility is that they view this as demotivating as using too much English for them, particularly if they have a low level, can be confusing and difficult to deal with. Interestingly, item 7 'bring in and encourage humour' and item 61 'use an interesting opening activity to start each class' score exactly the same for strongly agree at 52.5%, showing that while most students feel these strategies are motivating for them it is less so than other strategies in the classroom. Again, some students disagree with this possibly, as mentioned earlier, that some students prefer the same routine and delivery for their lessons.

As for item 31 'be ready to answer academic questions from students' scores comparatively low in terms of strong agreement at 47.2 % which could suggest two possibilities. The first is that the teachers explain their class so well that the students do not need to ask questions, although this is unlikely as all students are individuals and sometimes need to hear different explanations. Another reason is that the students are not used to asking questions, as this is not encouraged due to the traditional teacher-student role, where students usually accept whatever their teachers

say. With relation to item 37 about using learning technologies in L2 classes, it is the least preferable strategy in this scale as 42.9% agree strongly with it, and 6.6% show levels of disagreement with this item. This could be that as the students are more engaged with the technology in their daily life, learning technology, such as computers, may be losing their appeal compared to other motivational strategies such as ‘varying the presentation format’. This also suggests students’ views of the classes as being teacher-led and controlled rather than based around the students, which using technology can often imply.

5.5.2.3. Learner confidence

Table 5.21 presents the findings relating to the scale ‘Learner confidence’.

Table 5.21: Learner confidence scale (Student)

Questionnaire items= 7	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
6. Reduce students’ language anxiety when they are speaking in English.	0.6	0.9	0.9	3.2	16.8	76.8	0.9	6.00 (0.0)
60. Provide encouragement.	0.0	0.0	0.6	6.4	34.2	58.3	0.6	6.00 (1.0)
13. Help students accept the fact that they will make mistakes as part of the learning process.	0.6	0.3	1.4	7.5	36.8	52.5	0.9	6.00 (1.0)
38. Indicate to her students that she believes in their efforts to learn English.	0.6	0.6	0.9	9.9	39.4	47.8	0.9	5.00 (1.0)
26. Encourage students to try harder.	0.3	0.9	1.4	11.9	36.8	48.4	0.3	5.00 (1.0)
19. Teach her students self-motivating strategies, such as self-encouragement.	0.9	0.3	0.9	11.0	49.3	37.4	0.3	5.00 (1.0)
12. Provide students with positive feedback.	0.9	1.2	2.0	14.5	41.2	38.6	1.7	5.00 (1.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, *Mdn*= Median, *IQR*= Interquartile range.

As can be seen from the above table, 76.8% of students strongly agree with item 6 'reduce students' language anxiety when they are speaking in English'. This is the strategy which most students strongly agree with from all the items covered, indicating that anxiety is one of the obstacles which students are facing in L2 learning; therefore, they believe that reducing their anxiety would motivate them to learn English.

In addition, within the scale, around 60% of students strongly agree with item 60 'provide encouragement', which drops to 48.4% with item 26 'encourage students to try harder'. The difference here relates to being encouraged when they are doing well, which they view as much more motivating than being encouraged that they can do better, suggesting that they are not trying hard enough. An interesting result can be seen, in the table, with only 38.6% of students strongly agreeing with item 12 'provide students with positive feedback' which is a considerable drop. These results suggest that students have a problem receiving feedback and this may be due to the social aspects where their work or skills are talked about in front of other students which they consider to be much less motivating even if the feedback they receive is positive. 'Accepting student mistakes' (item 13) scores much higher in strongly agree than 'providing feedback' (item 12) again suggesting that students would prefer the teacher not to focus and give feedback about these. A difference can be seen, in the results, in item 38 about believing in their efforts and item 19 related to teaching self-motivating strategies. Here 47.8% strongly agree with the teacher role in providing encouragement compared to 37.4% for self-encouragement which is the item of least strong agreement in this table. Again, we can see that the students see it as the traditional role of the teacher who affects the students by encouraging and believing in them rather than students themselves.

5.5.2.4. Teacher behaviour

Table 5.22 shows the findings of the scale ‘Teacher behaviour’.

Table 5.22: Teacher behaviour scale (Student)

Questionnaire items= 6	SD %	D %	SLD %	SLA %	A %	SA %	Missing	Mdn IQR
1. Establish good relationship with students.	0.0	0.3	0.6	3.8	33.6	61.7	0.0	6.00 (1.0)
4. Show her enthusiasm for teaching English.	0.6	0.6	0.9	6.1	34.2	57.4	0.3	6.00 (1.0)
45. Show students that she cares about their progress.	0.9	0.9	0.9	6.4	35.7	53.9	1.4	6.00 (1.0)
40. Draw her students’ attention to their strengths and abilities.	1.4	0.3	2.6	7.5	32.2	55.4	0.6	6.00 (1.0)
24. Pay attention and listen to each student.	0.0	1.4	1.7	11.9	37.1	46.7	1.2	5.00 (1.0)
28. Share the reasons for her interest in English with her students.	0.6	2.6	2.9	20.9	46.1	26.4	0.6	5.00 (2.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

The previous table reveals that having a good relationship with their teacher (item 1) is the most motivating to students, with 61.7% of students strongly agreeing with this item. In addition, from the results here, we can see that showing enthusiasm, caring about students and drawing attention to their strengths (items 4, 45, 40) are all motivational strategies for the students, scoring over 50% for strongly agree in each item. However, some students show their disagreement, about 8%, with these items suggesting that for them these strategies are not as motivating as others. As for item 24, ‘paying attention and listen to each student’, it scores highly but lower than the others in the scale in terms of strongly agree below 50%. This may be due to large classes which mean that students are not used to the individual attention. It could also

be that some students are more reserved and prefer to be part of the class as a whole. In terms of item 28, which relates to sharing the reasons for teacher interest in English, although generally students do agree, it scores dramatically lower in terms of strongly agree at 26.4% than the rest of the items in the table. These results could reflect a few different options. The first is that they are not interested in the teachers' personal reasons; they are more interested in what she can do for them. This is possibly the opinion of those students who disagree with this as motivating. It could also be related to the teacher-student boundaries which are still adhered to in many classrooms in Saudi Arabia, as it is not the norm to have personal relationships.

5.5.2.5. Recognise students' effort

Table 5.23 presents the results of the scale 'Recognise students' effort'.

Table 5.23: Recognise students' effort scale (Student)

Questionnaire items= 6	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
58. Celebrate students' success.	0.6	0.6	1.2	10.1	29.6	58.0	0.0	6.00 (1.0)
50. Recognise students' academic progress.	0.3	1.2	1.2	7.5	44.9	44.3	0.6	5.00 (1.0)
39. Offer rewards in a motivational manner.	0.3	1.7	2.6	14.2	33.9	46.7	0.6	5.00 (1.0)
41. Provide face-to-face feedback to students about their progress.	0.3	0.9	3.8	13.9	35.1	45.5	0.6	5.00 (1.0)
5. Offer rewards for participating in activities.	0.3	1.4	2.3	18.3	39.1	38.3	0.3	5.00 (1.0)
2. Offer ongoing feedback.	1.7	6.1	8.7	29.3	40.9	13.3	0.0	5.00 (1.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

From the table above it can be seen that item 58 comes at the top of this scale with 58% strongly agreeing which relates to celebrating students' success. This might suggest that students value the role of this item in their motivation as it has the social aspects of being in front of classmates. For item 50, relating to recognising the academic progress of the students, 44.3% strongly agree. Students hold similar high agreement to items 39, 'offer rewards in a motivational manner', and 41, 'provide face-to-face feedback to students about their progress'. Lower scoring for strong agreement is shown for item 5 relating to offering rewards for participation at 38.3% and a much lower agreement with items 2 'offer ongoing feedback', with only 13.3% of students agreeing strongly that it is a motivational strategy. These results suggest that students favour recognising their progress, but mostly by celebrating their success, with offering rewards in a motivational way and providing face-to-face feedback following in terms of importance. The least favourable way to recognise student progress is by offering rewards for participation in class activities and offering ongoing assessment. Students' views about rewards (items 39 and 5) suggest that students are happier with the use of rewards for a specific task or activity rather than using them for any kind of participation in the class; and this suggests that some students are aware of the negative effect of the overuse of using rewards.

As for feedback (items 41 and 2), it appears that students dislike having their progress or work discussed in front of other students. Offering ongoing feedback is seen as the least motivating strategy. This may relate to students experiences of negative feedback which they do not seem to welcome. It may also reflect the students' view that feedback is like assessment and so they may feel they will need to work hard throughout instead of just doing so when they have their exams. These results also seem to suggest that feedback to students is seen as relating to correction, being

graded and often negative feedback which is why their views about it is as less motivating. It can be seen here a link too with previous results about the students expecting the teachers to help them accept their mistakes. Making mistakes in the classroom is important, but so is learning from these mistakes. This suggests students might not want to do, probably for fear of losing face. To some students, feedback seems to be viewed as a negative part of the learning experience. This may be due to previous negative experiences of feedback rather than something useful that they can use to develop their language skills.

5.5.2.6. Learner autonomy

Table 5.24 shows the findings of the 'Learner autonomy scale'.

Table 5.24: Learner autonomy scale (Student)

Questionnaire items= 5	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
63. Organise outings.	0.9	2.0	1.7	7.8	19.7	67.5	0.3	6.00 (1.0)
43. Give students choices about when they will be assessed.	1.7	0.3	2.6	9.3	24.9	60.6	0.6	6.00 (1.0)
35. Give students choices about how they will be assessed.	1.2	1.2	4.3	18.3	38.6	35.4	1.2	5.00 (2.0)
9. Allow students choices about the learning process.	1.2	1.4	4.3	18.0	46.1	27.8	1.2	5.00 (2.0)
30. Involve students in designing and running the English course.	1.7	3.8	7.5	23.2	36.8	26.1	0.9	5.00 (2.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, *Mdn*= Median, *IQR*= Interquartile range.

Overall, the table reveals that most of the students show their agreement with all the items in this scale although the areas of strongly agree are much lower in some of the items here than seen previously. More students agree with item 63 'organise outings'.

This suggests that they want to appreciate outings for their L2 motivation as it might relate to fun and social activities of the learners. Interestingly, when asked about being involved in planning the courses, item 30, a significant number of students disagree and only 26.1% agree strongly. There could be a number of possibilities for this difference. One is likely to be with the students' age and experience. Most of them are 18 years old and so have spent most of their lives in the school system where the classes and their content were designed for them, without any involvement on their part. Traditionally in Saudi Arabia, the curriculum is designed for the students without them having any influence over it in terms of what it taught and how. They have also been told for many years that they are to do what the teachers tell them and so they have become accustomed to this role and do not see any other options. Another possibility is that they, due to their experience and beliefs, trust that the teachers know what they are teaching and that this is the best programme for them. A further possibility relates to perceived extra workload. Perhaps the students expect more involvement in designing and running the course to involve more work which, due to their heavy workloads and full timetables, is not an attractive or motivating option. They seem here to agree with the easier options, such as when they will be assessed (item 43) with 60.6% agreeing strongly, rather than how they will be assessed (item 35) and being involved in the learning process item 9, with which only 35.4% and 27.8% agree strongly with these items.

5.5.2.7. Task

Table 5.25 shows the results of the scale 'Task'. The findings reveal that most of the students agree with this scale and its items, though for strongly agree all areas score less than 50%, which is different from the tables we have seen so far. The majority of the results here are in the 'agree' section rather than 'strongly agree' as has been seen in many of the previous scales.

Table 5.25: Task scale (Student)

Questionnaire items= 5	SD %	D %	SLD %	SLA %	A %	SA %	Missing	Mdn IQR
52. Present tasks in a motivated way.	0.6	0.6	0.6	8.4	44.3	44.6	0.9	5.00 (1.0)
62. Relate the subject matter to the students' everyday experiences.	0.6	0.9	3.2	10.1	36.2	47.8	1.2	5.00 (1.0)
47. Explain the purpose of a task.	0.6	1.2	2.9	15.7	46.7	32.8	0.3	5.00 (1.0)
36. Draw students' attention to the content of the task.	0.9	1.4	3.8	15.9	50.4	26.7	0.9	5.00 (1.0)
23. Make tasks challenging.	0.9	1.7	4.6	24.6	40.9	27.0	0.3	5.00 (2.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

In the table above, more than 44% of students agree strongly with item 52 'present tasks in a motivated way' and item 62 about relating the subjects to the students' experience. This suggests that the students seem to value more highly the teacher role in presenting and choosing the content of the task than other aspects. This also may indicate the importance of including social topics related to the students' everyday life when presenting tasks. Explaining the purpose of the task (item 47) and attract students' attention to the task content (item 36) score lower showing that the students do not view understanding why they are doing a certain task to be as motivating as

the way it is presented. This could also be because they do not think this is necessary, if the task is already related to their experiences perhaps this is clear to them without them having to have it explained explicitly. It is worth noting here; however, that while strongly agree is lower here the students who answered agree are around 50% so clearly these items are motivating for students, albeit to a lesser degree. Item 23 'make tasks challenging' has the least strong agreement (27%). This indicates student preference to have motivating tasks rather than challenging ones. This resembles the teachers' views about this item as they also agree that tasks should not be too challenging. This might indicate some contextual factors where both teachers and students least prefer the use of challenging tasks to motivate students during L2 classes. It seems that use of tasks which are relevant and interesting to them is much more motivating for them than those which are challenging. A number of students also disagree with item 23 as a motivational tool, which could suggest that they view challenging tasks as hard work or that they fear they may not be able to complete them.

5.5.2.8. Goals

Table 5.26 presents the result of the scale 'Goals'. The findings show the students' agreement with this scale but, as with the above scale, the strongly agrees are less than 50% in each area.

Table 5.26: Goals scale (Student)

Questionnaire items= 5	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
49. Help students develop realistic beliefs about their progress in English language learning.	0.3	1.2	1.4	9.3	44.6	42.6	0.6	5.00 (1.0)
34. Build the lesson plans based on students' needs.	0.6	0.6	3.5	10.4	41.7	42.3	0.9	5.00 (1.0)
54. Encourage students to set English learning goals.	0.3	0.9	3.8	10.7	44.3	39.4	0.6	5.00 (1.0)
15. Show students how particular activities help them to attain their goal.	1.2	2.3	3.2	15.1	48.4	27.0	2.9	5.00 (1.0)
64. State the objectives of each class.	2.0	4.1	6.1	20.9	39.1	26.7	1.2	5.00 (2.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, *Mdn*= Median, *IQR*= Interquartile range.

The results show that students most strongly agree with the motivational strategies relating to developing realistic beliefs about their L2 learning and building the lesson on their needs (items 49, 34) over those relating to sharing the objectives and individual goals (items 54, 15, 64). Though 39.4% students agree more strongly with setting English learning goals, a much lower percentage at only 27% agree strongly that sharing how the activities helps them to achieve these goals is motivating. An even lower percentage of 26.7% agree strongly with stating the objectives of each class, with around 12% disagreeing. It can be argued here that the students do not feel that teachers' sharing of information with them is motivating when the lessons have already been based on their needs. This mirrors the results from the previous scale that the more motivating strategies for students relate to the lessons being interesting and useful rather than explaining the task purposes and attracting their attention to its content.

5.5.2.9. L2 related values

Table 5.27 presents the results of the scale 'L2 related values'. It can be seen here that generally the students agree less strongly than with other scales previously examined and that there are students who disagree with all the items on the scale.

Table 5.27: L2 related values scale (Student)

Questionnaire items= 6	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
16. Encourage students to explore English community, like watching English TV channels.	1.2	0.6	2.0	11.6	42.3	41.7	0.6	5.00 (1.0)
56. Remind students of the benefits of mastering English.	0.6	0.6	1.4	12.2	44.9	38.3	2.0	5.00 (1.0)
53. Invite an English speaker to class.	1.4	1.4	4.1	16.5	37.7	37.7	0.3	5.00 (1.0)
29. Invite successful role models to class.	1.2	1.7	4.1	17.4	36.2	36.2	1.2	5.00 (1.0)
25. Use authentic materials, such as an article from an English newspaper.	2.3	2.0	8.4	23.8	40.8	22.3	0.6	5.00 (1.0)
8. Invite senior students to share their English learning experiences with the class.	2.9	5.2	8.1	23.2	35.7	24.3	0.6	5.00 (1.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

The table above reveals that the strongest agreement relates to exploring the English community, such as by watching English TV channels (item 16) with 41.7% strongly agreeing. However when asked about using authentic materials in the classroom, such as newspapers (item 25), the students found this to be much less motivating as only 22.3% of students agree strongly with this. This could be that students relate exploring the English community to watching TV which for them could be more interesting and personalised as they can choose the programmes they watch. Using authentic

materials in the L2 class, on the other hand, can be controlled by the teacher who might use them for achievement reasons rather than for being interesting for the students. As for item 56 about reminding the students of the benefit of L2 learning, it also scores high in this scale with 38.3% agreeing strongly with it, and only 2.6% show levels of disagreement with this item. This suggests that students are aware of the practical benefits of using L2 in their life; and therefore, they believe that it is motivating to remind them of these instrumental values. The results of items 53, 29, and 8 show that inviting external speakers to the class are generally agreed with as motivational, much more so than inviting senior students. This suggests that students believe that those who are outside the university and have succeeded are more motivating for them than listening to other students' learning experiences. The high number of disagreements in this scale, compared to the previous scales, suggests that strategies relating to L2 values are less relevant to student motivation in the L2 classroom. It can be seen here that they generally seem to be more interested in what happens in the classroom rather than their instrumental and integrative motivations.

5.5.2.10. Learner group

Table 5.28 shows the results of the scale 'Learner group'. This scale is lowest in terms of students' agreement, and items score much less strongly and with a considerably higher number of disagreements than we have seen in many of the other scales.

Table 5.28: Learner group scale (Student)

Questionnaire items= 6	SD %	D %	SLD %	SLA %	A %	SA %	Miss .ing	Mdn IQR
59. Encourage students to share personal experiences and thoughts.	0.9	0.3	2.9	9.9	42.3	43.2	0.6	5.00 (1.0)
3. Allow students to get to know each other.	0.0	0.9	1.2	11.3	48.1	38.3	0.3	5.00 (1.0)
46. Encourage group work.	1.7	1.2	3.2	13.0	38.0	41.4	1.4	5.00 (1.0)
51. Use small-group tasks where students can mix.	0.9	0.9	3.2	15.4	48.1	30.7	0.9	5.00 (1.0)
14. Include activities that lead to the completion of whole group tasks, such as project work.	3.8	6.7	7.8	23.8	36.8	20.3	0.9	5.00 (1.0)
20. Select tasks which require students' movement in the classroom, such as role-plays.	6.7	6.4	9.9	26.7	30.4	20.0	0.0	5.00 (1.0)

Note: No. of participants=345. SD= Strongly disagree, D= Disagree, SLD= Slightly disagree, SLA= Slightly Agree, A= Agree, SA= Strongly agree, M= Mean, SD= Standard deviation, Mdn= Median, IQR= Interquartile range.

From the table, it appears that students prefer strategies relating to sharing their experiences and getting to know each other (items 59, 3) over strategies relating to group tasks such as project work or role-plays (items 51, 14, 20). The item with which students agree most relates to sharing experiences and thoughts, (item 59). This suggests that the students want to speak in the class about themselves and listen to other students rather than just listening to the teacher. Group work and allowing the students to get to know each other (items 3 and 46) also score more highly in this scale, though the strongly agree scores are much lower with 50% suggesting that they feel it is much less motivating than other areas. When asked about mixing students (item 51) strongly agree drops substantially to 30% which may suggest that students prefer to stay within their friendship group and not mix with other students. This may influence the previous results where although they think that sharing experiences and getting to know each other is motivating, they may in general be referring to their own

social group, which they probably know quite well already. Whole group tasks, such as project work (item 14) are believed to be much less motivating; and movement, such as role-plays (item 20) has a very high number who disagree, approximately 23% compared to only 20% who strongly agree. A possibility here is although some students may find movement motivating, if it is for games or outings, the mention of role-play has caused a relatively high number to disagree, and this suggests that students in Saudi Arabia might find role-playing using L2 in front of their classmates intimidating and therefore demotivating.

5.5.3. Summary of student perceptions about motivational strategies

From the results of the students' views about motivational scales, it can be seen that they agree with all the scales in terms of being motivational and in fact there is very little difference in the statistic results as the *median* score range from 5.50 at the top to 5.0 at the bottom. In this summary, as has been done with the teachers results, the results will be summarised according to the four areas of the framework of motivational L2 teaching practice including creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

In terms of creating the basic motivating conditions, the results here are very interesting in terms of how strongly students agree with motivational scales belonging to this area of the framework. The students show the strongest agreement for 'Classroom atmosphere'; 'Teacher behaviour' is in the middle and 'Learner group' is the weakest according to students' agreement. It is clear from the results that the students agree with the area of creating the basic motivating conditions, but that for them the best way to do this is through the classroom atmosphere. When investigating

the highest scoring items in these three scales, it seems that for students, the basic motivational conditions in L2 classes can be created using strategies that help students feel comfortable and have good relationships with the teachers and their classmates. These strategies appear to relate to the social aspects of the actual learning process. As for the lowest scoring items in the three scales, they indicate that students agree less with motivational strategies when they do not relate personally to them or when they depend on the use of technology and group work.

The second area of the L2 framework is generating initial motivation, which includes three scales examined in this study: Ideal L2 self, L2 related values and Goals. The students agree more with 'Ideal L2 self', and much lower with 'Goals' and 'L2 related values'. This result suggests that students agree more strongly with motivational strategies which are relevant to them as individuals; otherwise, the agreement is much lower. After investigating the highest and lowest scoring items in these three scales, it can be suggested that to generate students' initial motivation, the teacher should use strategies which relate to social outcomes, social aspects of learning, and are relevant to the students. For example, in the three scales, students strongest agreement is for imagining using English with international friends, developing realistic beliefs about L2 learning progress, and exploring the English community by watching TV. Here the item of developing realistic beliefs can be interpreted as different from the other two as they may be achievement based and more rooted in realistic outcomes for the students in terms of grades. The students are less motivated by strategies that are general and focus on their progress in the L2, for example relating to whole class or task outcomes, but do not relate to them as individuals, such as stating the objectives of each class, and inviting senior students to share their English learning experiences. The results of this area of the framework reveal that in terms of generating students' motivation in

the L2 classroom, students are more motivated by what is directly relevant to them and has a social aspect whether in the present or in the future, rather than by strategies which might focus on L2 achievement.

The third area of the L2 motivational framework is maintaining and protecting motivation; within this area, there are three scales examined in this study, namely Learner confidence, Learner autonomy and Task. Learner confidence is the scale which scores the highest, compared to Learner autonomy and Task which students agree less with and have very similar results. It can be seen that 'Learner confidence' relates more to how the students personally feel in the class and this could have an effect on their involvement and participation in the class. As for the highest scoring items in the scales, they suggest that teachers could maintain their students' motivation during L2 classes by using strategies which help them feel supported, are less teacher-led, and keep the students interested. Examples of these strategies, from this study, are reducing student anxiety, organising outings, and presenting the tasks in a motivating way. The students are less motivated by strategies which imply further work, or over challenge such as involving students in designing the English course, and making tasks challenging and providing positive feedback. Although positive feedback seems to suggest a positive effect on the students it would appear that all feedback is viewed in a way that implies reflecting on previous work and continuing to work hard which appears to be perceived as less motivating.

The final area of the L2 motivational framework is encouraging positive self-evaluation, which includes one scale examined in this study: Recognise students' effort. The results of this scale show a clear divide between the items in terms of student agreement. The results of this scale show that students want their efforts to be

recognised by rewards rather than receiving ongoing feedback. Ongoing feedback scores the lowest in the scale, and this could be because feedback is usually given in front of the class which might increase anxiety and affect confidence, as a major issue for learners in Saudi Arabia is 'losing face'. Ongoing feedback could also imply further work in order to address students' areas of weakness or even to continue to improve based on positive feedback.

Section 3: The difference between EFL teachers' and students' perceptions

This section will focus on presenting the findings relating to differences between teachers and students in terms of their perceptions about motivational scales and items. It will also mention the areas of similarities in their views. The Mann-Whitney test (M-W test), which is a non-parametric test, is used because of the non-normality of the data. The M-W test is also used because it does not require an equal group sample size when comparing groups (Cooper, Seiford & Tone, 2007, p.255). Multiple comparisons will be conducted between teacher and student views on ten motivational scales and 57 items. These multiple comparisons increase the chances of a Type I error which 'occurs when we believe that there is a genuine effect in our population, when in fact there isn't' (Field, 2013, p.67). To reduce the probability of a Type I error due to the multiple comparison, Bonferroni correction is applied, in all the tests, to adjust the statistical significance level, in which the alpha value (0.05) is divided by the number of comparisons conducted. For example, when doing ten comparisons to test teacher and student views of motivational scale, the statistical significance is divided by ten to adjust the statistical significance (here, $0.05/10$ for an adjusted alpha value of $p \leq 0.005$).

It is suggested that significant differences should be accompanied by effect size indications (Capraro & Capraro, 2002; Olejnik & Algina, 2000; Thompson, 2002). The effect size shows 'how big the effect is, something that the p value [statistical significance] does not do' (Wright, 2003, p.125). Effect size values (r) for each scale are then calculated, it is defined as 'an objective and (usually) standardized measure of the magnitude of observed effect' (Field, 2009, p.56). When doing the M-W test, the

effect size can be calculated by dividing the Z score by the square root of the total sample size (Connolly, 2007, p.193). There are many measures for effect size, and the two most common are Cohen's *d*, and Pearson's correlation coefficient *r*; the effect size which can be calculated for the tests conducted in this research using Pearson's correlation coefficient *r* (Field, 2013, p.227). This research follows Cohen's (1988, pp. 79-80) criteria about the representation of the effect size, where (*r*) values of 0.1, 0.3, and 0.5 represent small, medium, and large effect sizes respectively.

5.6. Comparing and contrasting between teacher and student perceptions

Table 5.29 shows the results from the M-W test comparing the teachers and students in terms of their views towards the motivational scales and items. The results of all the scales are presented; as for the items, the items which reveal significant differences are included in this table. The items which do not reveal significant differences will be mentioned when describing the results and they will be attached in Appendix 26. Table 1.29 reports the results of the M-W test and includes the following: the median (*Mdn*), mean rank, the value of Mann–Whitney's U statistic (*U*), z-score (*z*), p-value (*p*), and effect size (*r*). The *mean rank* results are included in this table, because in some cases, there is a significant difference between the two groups while having equal *medium* score, such as in the results of item 25. This is to be expected, as MW is a test of mean ranks and not a median test, therefore some scales have equal medians yet show significant differences between groups, because they have different mean ranks (Field, 2013, p.225). Therefore, the highest mean rank represents a higher level of agreement, and the lowest mean rank signifies a lower level of agreement.

Table 5.29: Mann-Whitney test results of difference between teachers and students- scales and items

Scales/ Items	Median (Mean rank)				M-W U	Z score	P-value ¹	Effect size
	No.	Teachers	No.	Students				
Ideal L2 self	96	5.50 (229)	345	5.50 (219)	15785.00	-0.714	0.475	0.03
L2 related values	96	5.08 (238)	345	5.00 (216)	14898.00	-1.511	0.131	0.07
25. Use authentic materials, such as an article from an English newspaper.	95	5.00 (290)	343	5.00 (200)	9642.50	-6.427	0.000	0.31 ^{^^}
29. Invite successful role models to class.	95	5.00 (184)	341	5.00 (228)	12906.00	-3.198	0.001	0.15 [^]
56. Remind students of the benefits of mastering English.	95	6.00 (262)	338	5.00 (204)	11776.50	-4.358	0.000	0.21 [^]
Recognise students' effort	96	5.33 (245)	345	5.17 (214)	14249.50	-2.102	0.036	0.10
2. Offer ongoing feedback.	95	5.00 (305)	345	5.00 (197)	8333.50	-7.747	0.000	0.37 ^{^^}
50. Recognise students' academic progress.	96	6.00 (253)	343	5.00 (211)	13313.50	-3.191	0.001	0.15 [^]
Teacher behaviour	96	5.67 (273)	345	5.33 (207)	11614.00	-4.506	0.000*	0.21 [^]
4. Show her enthusiasm for teaching English.	95	6.00 (252)	344	6.00 (211)	13266.50	-3.271	0.001	0.16 [^]
28. Share the reasons for her interest in English with her students.	95	5.00 (265)	343	5.00 (207)	11987.00	-4.237	0.000	0.20 [^]
Goals	96	5.40 (268)	345	5.20 (208)	12005.50	-4.147	0.000*	0.20 [^]
15. Show students how particular activities help them to attain their goal.	93	5.00 (250)	335	5.00 (205)	12309.50	-3.361	0.001	0.16 [^]
64. State the objectives of each class.	96	5.00 (259)	341	5.00 (208)	12543.00	-3.684	0.000	0.18 [^]
Task	96	5.40 (278)	345	5.20 (205)	11104.50	-4.972	0.000*	0.24 [^]
36. Draw students' attention to the content of the task.	94	5.00 (266)	342	5.00 (205)	11583.50	-4.542	0.000	0.22 [^]
47. Explain the purpose of a task.	96	6.00 (278)	344	5.00 (204)	10955.00	-5.464	0.000	0.26 ^{^^}

Table 5.29 continued.

Scales/ Items	Median (Mean rank)				M-W U	Z score	P-value ¹	Effect size
	No.	Teachers	No.	Students				
Classroom atmosphere	96	5.71 (267)	345	5.43 (208)	12126.00	-4.037	0.000*	0.19 [^]
31. Be ready to answer academic questions of students.	94	6.00 (251)	339	5.00 (208)	12749.00	-3.307	0.001	0.16 [^]
37. Use learning technologies in her classes such as the computer.	94	6.00 (259)	342	5.00 (208)	12319.50	-3.812	0.000	0.18 [^]
Learner confidence	96	5.71 (275)	345	5.43 (206)	11383.00	-4.711	0.000*	0.22 [^]
12. Provide students with positive feedback.	95	6.00 (259)	339	5.00 (206)	12197.50	-3.923	0.000	0.19 [^]
26. Encourage students to try harder.	96	6.00 (257)	344	5.00 (210)	13014.00	-3.530	0.000	0.17 [^]
60. Provide encouragement.	95	6.00 (253)	343	6.00 (210)	13126.50	-3.410	0.001	0.16 [^]
Learner group	96	5.33 (294)	345	5.00 (201)	9591.50	-6.334	0.000*	0.30 ^{^^}
14. Include activities that lead to the completion of whole group tasks, such as project work.	94	5.00 (279)	342	5.00 (202)	10341.50	-5.525	0.000	0.26 ^{^^}
20. Select tasks which require students' movement in the classroom, such as role-plays.	95	5.00 (277)	345	5.00 (205)	11004.50	-5.077	0.000	0.24 [^]
46. Encourage group work.	96	6.00 (258)	340	5.00 (207)	12538.00	-3.768	0.000	0.18 [^]
51. Use small-group tasks where students can mix.	96	6.00 (262)	342	5.00 (208)	12371.50	-3.997	0.000	0.19 [^]
Learner autonomy	96	4.20 (116)	345	5.20 (250)	6503.00	-9.143	0.000*	0.44 ^{^^}
30. Involve students in designing and running the English course.	95	4.00 (149)	342	5.00 (239)	9551.50	-6.357	0.000	0.30 ^{^^}
35. Give students choices about how they will be assessed.	96	4.00 (149)	341	5.00 (239)	9614.50	-6.474	0.000	0.31 ^{^^}
43. Give students choices about when they will be assessed.	95	4.00 (112)	343	6.00 (249)	6081.00	-10.124	0.000	0.48 ^{^^^}
63. Organise outings.	96	4.00 (125)	344	6.00 (247)	7362.50	-9.278	0.000	0.44 ^{^^}

Note: Total no. of participants= 441 (Teachers= 96, Student= 345). ¹ of scales= $p \leq 0.05$ (adjusted using Bonferroni correction .05/10), of items= $p \leq 0.01$ (adjusted using Bonferroni correction .05/57). * = significant difference. [^] = small effect size; ^{^^} = medium effect size, ^{^^^} = large effect size.

Generally, as shown in Table 5.29, teachers agree more than students with most of the motivational scales and items. This may be due to the teacher role and their awareness of what works in the classroom and their understanding of the need to motivate students in the L2. The students also agree overall with the motivational scales and items, but less strongly. When comparing the views of teachers and students with regard to motivational scales and items, the results show that, from the ten scales, there are similarities in three, which are:

- Ideal L2 self
- L2 related values
- Recognising student efforts

There are significant differences with small effect size in five of the scales which are:

- Teacher behaviour
- Goals
- Task
- Classroom atmosphere
- Learner confidence

Significant differences between teachers and students with medium effect size are found in two scales which are:

- Learner autonomy
- Learner group

In terms of the questionnaire items, 57 items, as mentioned previously, are examined in this study. Overall, the results show that teachers and students have similar views about 33 of the items; and significant differences are found in 24 of the items, of these

there is only one area which has a large effect size, which is about giving students choices about when they will be assessed (item 43). Seven items show significant differences with a medium effect size and the highest number of differences has a small effect size which appears in 15 of the items. In the following section, there will be a presentation of the results in terms of the scales and the individual items within each scale. The statistical results of the scales will be reported in the text, but the results of the items will not be included as all the statistical results are presented in the previous table in order to make the analysis easier to follow.

5.6.1. Similar scales

In the scales in which the results show similarities, teachers' ($Mdn= 5.50$) and students' ($Mdn= 5.50$) beliefs about the 'Ideal L2 self' appear to be similar in terms of the whole scale, $U= 15785$, $z= -0.714$, and $p> 0.005$, $r= 0.03$. They also hold similar beliefs towards the individual items in the scale which relate to the teacher encouraging the students to imagine themselves using the L2 in their future careers, in situations where they may need English, to communicate with English friends and when travelling. In the previous section concerning the descriptive analysis, differences are noticed between the Ideal L2 self in terms of its usage in that students agree more with external motivations such as travelling and socialising whereas the teachers agree with academic and professional motivations. However, in these results, no significant differences can be seen suggesting that they are viewed as equally motivating to both teachers and students, as they are all areas where the students are likely to need English.

The second scale which teacher ($Mdn= 5.08$) and student ($Mdn= 5.00$) perceptions are found to be similar is 'L2 related values', $U=14898$, $z= -1.511$, $p > 0.005$, and $r= 0.07$. In terms of the items of this scale, similarities are seen in three items out of six which relate to 'encouraging the students to explore the English community', 'inviting native English speakers' and 'inviting senior students to speak to the students'. Both parties agree with the areas of integrative motivation when the student role is more passive such as watching TV or listening to other English speakers or senior students. There are also three items in which significant differences between the students and teachers views are found. One of these items is for inviting successful role models to the class (item 29) which is one of the few items where students agree more strongly than the teachers did. It would seem that role models who have learned English as a second language and have used it to achieve success are much more motivating for students. Native English speakers perhaps have no relevance to the students as they have not learned the language as an L2 or senior students who have learned the language but not yet achieved anything with it are less motivating. It would appear that when the students listen to someone they admire, they may be thinking about their future and how they aspire to be like this role model which motivates them to learn. The other two items in which significant differences are found are item 25 'use authentic materials, such as an article from an English newspaper' where the significant difference is found to be of a medium effect size and item 56 'remind students of the benefits of mastering English' which has a small effect size. In these two items, the teachers agree more strongly than the students do. These results show a clear difference in the perception of the teachers namely that using authentic materials in the classroom is motivating for the students, when the students agree less with using such a strategy. This could be due to the students' view that authentic

materials used for the L2 task are related to their study rather than enjoyment in the classroom and so are less motivating for them than for example, exploring the L2 community, as mentioned previously, which may be seen as more social and interesting. The example used in the question is 'newspaper article'. This could have had an effect on the results. The students are girls aged 18 and so a newspaper article is possibly not a relevant or interesting medium for them, as they may prefer the internet or magazines. As for item 56, the results suggest some differences between teachers' and students' beliefs, but not enough to claim that the majority of students agree less with this item. It could be that some of these students do not think about practical values of the L2 as much as their teachers do.

The third scale for the similarities is recognising student efforts. The results show similarities between teacher ($Mdn= 5.33$) and student ($Mdn= 5.17$) views in terms of the scale 'recognising student efforts', $U= 14249.5$, $z= -2.102$, $p > 0.005$, and $r= 0.10$. Their perceptions are found to be similar in relation to four (out of six) of the scale items; these items relate to rewards, celebrating students' success and face-to-face feedback. Such similarities suggest that both parties seem to agree with the motivational strategies of celebrating the achievement of the students by offering rewards and not giving feedback in front of the other class members, which may cause the students to 'lose face'.

The two items which show a significant difference in this scale are item 2 'offering ongoing feedback', which has a medium effect size and item 50 'recognising students' academic progress', which has a small effect size and are both agreed with more strongly by the teachers than the students. This result can represent teacher views of ongoing feedback as a positive tool, whereas students may associate it with

continuous work throughout the academic term and not only working hard for tests, and this is less appealing to the students than the teachers believe it is. The students may also be aware that ongoing feedback could be both positive and negative and could, if negative, be perceived as criticism which may demotivate them. The teachers also seem to believe that the students are motivated by recognising their academic progress more than students do; this is understandable as one of the teachers' main roles is to help her students improve in L2 learning. What can be seen is that the teachers are focussing more on the academic achievement of the students whereas although the students do consider their progress it is less prevalent for their motivation than other social aspects of learning.

5.6.2. Different scales with small effect size

Having presented the results where there are similarities in teacher and student beliefs; now, the scales where the results show significant differences with a small effect size will be provided. The first of these scales is 'Teacher behaviour'. Teachers ($Mdn= 5.67$) show that they believe more strongly in how their behaviour affects student motivation than students ($Mdn= 5.33$), $U= 11614$, $z= -4.506$, $p < 0.005$, and $r= 0.21$. With regard to the items on this scale, four items show no significant difference and these relate to establishing good relationships, paying attention to each student, showing that the teacher cares for the students and drawing attention to student strengths and abilities. These similarities suggest that teacher behaviour and interaction with students during the learning process are clearly aspects that the teachers and students value equally in terms of motivating students. As for the other two items on the scale, item 4 and 28 relate to showing enthusiasm for teaching English and sharing the reasons for their interest in the L2; these are agreed with more

strongly by the teachers, and show significant differences with small effect sizes. This result may indicate that students are much less interested in the teacher's feelings towards the L2 as they are more interested in their own.

The second scale which shows significant difference with small effect size is 'Goals', and again the teachers ($Mdn= 5.40$) agree more strongly here with this scale than students ($Mdn= 5.20$), $U= 12005.5$, $z= -4.147$, $p < 0.005$, and $r= 0.20$. From the five items in the scale, the teachers and students show similarities in three items, namely those related to developing realistic goals, building the lessons based on the students' needs and setting learning goals. These items relate to the students' personal goals which both parties agree with in terms of how this can be motivating. The significant differences with small effect sizes are found in the beliefs of teachers and students about items 15 and 64 relating to the goals of a task and the objectives of a class, with the teachers agreeing more. It would seem that the students are less interested in the task goals or the outcomes of the class than the teachers who will be more aware of this, as teacher roles involve planning the class to meet specific goals and objectives. The students also seem more interested in the personal goals than the general goals or objective of a specific lesson.

The third scale is 'Task' where significant differences are found between teachers ($Mdn= 5.40$) and students ($Mdn= 5.20$), $U= 11104.5$, $z= -4.972$, $p < 0.005$, and $r= 0.24$. Once again, here, teachers agree more than students in terms of the scale. Of the five items in the scale, three show similarities in teacher and student views relating to presenting the tasks in a motivational way, relating the subject matter to the students' experiences, and presenting challenging tasks. The two items which show significant differences are 36 and 47. Both groups are different in terms of the teachers agreeing

more strongly. Item 36, about drawing attention to the content of the task, shows a significant difference with a small effect size, and item 47 relates to explaining the purpose of the task reveals a significant difference with a medium effect size. The results of similarities and differences suggest that the teachers and the students are both in agreement about how the tasks are presented and what they should include compared with knowing why they are performing these tasks. These results seem to mirror those previously mentioned in the Goals scale as the students show less agreement with reasons for doing a task or a specific class. Here, students seem to be less motivated by knowing the task content and the reasons for doing it, preferring to simply do the task. This suggests that students might value the role of the learning process itself for their motivation, rather than strategies which relate more to content and outcomes. The difference is clearer between teachers and students in their beliefs about explaining the purpose of the task; suggesting that students feel it is enough that the teacher knows this and providing interesting and relevant tasks is more motivating to them than knowing the outcome of doing a task. This also suggests that the teachers' focus on academic outcomes is driven by their interpretation of motivational strategies. The students do generally agree that knowing the purpose and outcome of the task can be motivating, but it would seem that there might be other factors involved in the process of the task which could be more important to the students and not just the outcome.

The fourth scale is 'Classroom atmosphere' which shows that the teachers ($Mdn=5.71$) agree more than the students ($Mdn= 5.43$) with a significant difference and a small effect size, $U=12126$, $z= -4.037$, $p < 0.005$, and $r= 0.19$. Of the seven items, five appear to be viewed similarly and relate to 'a comfortable atmosphere', 'interesting and varied delivery', 'an attentive and humorous teacher' and 'the use of English in the

class'. The similarity here between the perceptions of teachers and students shows that the personality of the teachers and variety in the delivery of tasks are areas that they both agree with. It would seem then that in terms of how teachers personally motivate the students, both teachers and students share the perception of the teacher role. The two items that show a significant difference with small effect size are item 37 about using technology in the classroom and item 31 relating to the teacher answering the students' academic questions. Here, once again, the teachers agree more strongly. These results suggest that using technology has less impact in students' motivation and that students prefer the teachers themselves to motivate them rather than relying on a computer. It is possible that the use of technology has been overused in the L2 classroom and therefore, due to outside use in their everyday life, the students have become accustomed to it. One possible interpretation of item 31 is that the students simply expect their teachers to answer their questions; and therefore, consider it less motivational as it is a part of their teacher role.

The final scale which shows a significant difference with a small effect size is 'Learner confidence'. Once again the teachers ($Mdn= 5.71$) agree more strongly with this scale as a motivating factor than the students ($Mdn= 5.43$), $U= 11383$, $z= -4.711$, $p < 0.005$, and $r= 0.22$. This is possibly due to the teachers' objective position and experiences with students who are confident and those who are not, as opposed to the students' position which is more subjective, and might only be based on themselves. Within this scale, of the seven items four items show similarities, including reducing anxiety, allowing mistakes, believing in their efforts and teaching students self-motivating strategies. This shows that both teachers and students have a similar understanding and belief about these items. The three items, which show significant difference with small effect sizes and teachers agreeing more, are items 12, 26, and 60 relating to

providing positive feedback, encouraging the students to try harder and providing encouragement. This result is probably related to the different perspectives of teachers and students; the teachers are more focussed on helping the students to improve and progress towards academic achievement and will understand the value of providing feedback and pushing the students to try harder in order to do well academically. The students; however, may view feedback as involving more work, and this is less appealing to them because, as seen in the context of the study chapter, they are not only studying English, but they have other subjects to study which creates a heavy workload. It may also be related to feeling criticised as mentioned previously in relation to ongoing feedback. Another possible explanation is that the students value teacher feedback or encouragement less or do not see it as contributing much to their motivation. It may be that examinations encourage them as they will want to pass, but teacher input does not hold the same value for them. It could also relate to the students preference for the process of learning such as the interaction they have in the classroom which is unlikely to be the topic of feedback and is usually based around achievements, weaknesses and areas for improvement to reach an academic goal.

5.6.3. Different scales with medium effect size

The final two scales show significant differences in the results between teachers and students with a medium effect size. The first scale is Learner group which is more strongly favoured by the teachers ($Mdn= 5.33$) than students ($Mdn= 5.00$), $U= 9591.5$, $z= -6.334$, $p < 0.005$, and $r= 0.30$. The second scale is Learner autonomy which is favoured by the students ($Mdn= 5.20$) more than teachers ($Mdn= 4.20$), $U= 6503$, $z= -9.143$, $p < 0.005$, and $r= 0.44$; and is the only scale where the students agree with a scale more than the teachers did. It could be suggested here that teachers are more

in favour of group organisation, which is classroom-based, within their control and is a technique they will be comfortable and familiar with. Learner autonomy involves the teacher relinquishing some of this control which may be less appealing to them as they are not used to it; and therefore, they see it less motivating. Interestingly, the students are much less motivated by Learner group. There could be a number of possibilities for this discrepancy. It may be that they feel they are being too controlled and it involves classroom-based work which they are less interested in. It could also relate to the type of task, the students are set within their group work which may relate only to academic outcomes without considering the social and interactive aspect and group dynamics. Learner autonomy gives the students more freedom to learn what is interesting and relevant to them, and thus potentially more motivating. Learner autonomy suggests involvement and participation from the students in the learning process, and these social aspects of learning appear to be very appealing to the students. The teachers may be hesitant to relinquish their control as they feel it would lead to the academic achievement of their student and allow more autonomy. It is possible that teachers are yet unable to appreciate how motivating Learner autonomy could be as they have little experience of its effective use in L2 learning.

The scale of Learner group includes six items. Of these six items, two show similar results which are about sharing personal ideas and thoughts and students becoming acquainted with each other. They both agree with these as motivating, although from the teachers' perspective, these two items are more likely to be related to learning, while students might associate them with socialising and enjoyment. Three items show significant differences with a small effect size which relate to tasks which require movement, encourage group work and use small group tasks where the students can mix (items 20, 46, 51). These results suggest that teachers' view all tasks relating to

group work as more motivating than students do. This could be because teachers focus on the usefulness of such tasks for students' progression in the L2 so the tasks set will probably be based on a measurable outcome whereas the students, although interested in the outcome too, are more interested in the social aspects and interaction required by the task. The final item (14), which shows a significant difference with a medium effect size, is related to group work tasks, involving group work within the class and also outside the classroom. Once again, it can be suggested that the teachers, here, are more focussed on how this project works and believe that further study outside the classroom is beneficial to the students rather than whether students find it motivational. It is clear that the students believe this strategy is much less motivating, as the significant difference is of a medium effect size.

The final scale is Learner autonomy. It includes five items and only one of these items is similarly perceived by teachers and students, and it relates to allowing students choice about the learning processes. This is a very general item showing that teachers and students agree in theory that this is motivational; but when the items are more specific about what these choices involve the differences appear. Three items show significant differences in the results with a medium effect size, namely involving students in the designing of the course, giving choices about how they will be assessed and organising outings (items 30, 35, 63). In addition, one item has significant difference with a large effect size, namely giving students choices about when they will be assessed (item 43). These are the only items with which the students agree more strongly than the teachers do and the only scale where we see results with a large effect size. From the results, it can be seen that students clearly feel that having more input into the designing of the course and how and when they will be assessed would be very motivational, whereas the teachers agree but to a much lesser degree.

The results are probably due to the students' idealistic idea that they can focus on those areas that they enjoy. However, the teacher may have a more realistic view based on how the curriculum is designed and how the timetables are organised which is likely to be out of their control and therefore impossible for students to control also. It could also be that the teachers still maintain the traditional view of teaching and involving the students more would change their role. From the results of this scale, students show that being involved more in the learning process is motivating for them, yet the teachers, although they agree in principal, are less able to see how this would work in practice.

5.6.4. Summary

As has been seen, the results of the M-W test shows that similarities and differences exist in teacher and student perceptions about motivational teaching practices. In all but one of the scales, when differences are found, the teachers agree more strongly with the motivational scales. It is only in the scale of learner autonomy where the students favoured the motivating strategies more than the teachers. To conclude this section, the results will be summarised and linked to the L2 motivational framework focussing on the scales which show significant differences in the results. It is important to note that the results do not show disagreements in any of the scales as both parties agree with these strategies in terms of being motivational, but there are scales where there is a significant difference in the amount of agreement, and so these are the areas which will be focussed on.

In terms of the first area of the L2 motivational framework, namely creating the basic motivational conditions, this is one of the areas which shows the biggest differences

in results of student and teacher perceptions. The three scales, which relate to this area of the framework, are 'Teacher behaviour', 'Learner group' and 'Classroom atmosphere'. All three show significant differences in the beliefs of teachers and students about the scale with the teachers agreeing more strongly. The largest difference is in Learner group which has a medium effect size and the other two scales have a small effect size. Though both students and teachers agree with these scales in general, the teachers show that their beliefs are stronger in terms of how motivating these strategies are in creating the basic motivational conditions. This is possibly due to teachers having more experience of setting up the basic conditions of the classroom in terms of atmosphere and organisation and that they are more aware of the work involved in these areas, as they will think about these strategies when planning and delivering their lessons. Teacher behaviour is also an area where the teachers have much more control and are more conscious of its effect.

The second area of the framework is generating initial motivation which contains three scales: Ideal L2 self, L2 related values and Goals. This is the area of the framework which the teachers and students agree with most as their perceptions of Ideal L2 self and L2 related values are similar. The only scale to show significant difference in their views, in this area, is Goals, which is agreed with more strongly by the teachers with a small effect size. There are more similarities for the scales of generating initial motivation than creating basic motivation. It is likely that the students, in this stage, feel much more involved, and as these scales relate to them personally and they have an active role, they believe they are motivational.

The third area of the framework relates to maintaining and protecting motivation. The scales which belong to this area are Task, Learner autonomy and Learner confidence.

Two scales, Task and Learner confidence, show significant differences with a small effect size, and are agreed with more strongly by the teachers. Learner autonomy has a medium effect size and students agree more strongly than the teachers about this motivational scale. Here it is possible to see a difference in terms of how students and teachers view the motivating strategies. Both 'Task' and 'Learner confidence' include motivational strategies which are teacher-led and could relate directly to academic achievement; whereas 'Learner autonomy' consists of strategies which involve the students more in the learning process and teachers seem to underestimate how motivating promoting autonomy is. It is interesting to note that this is the only area where the students agree more strongly than the teachers do. This seems to indicate a desire for more autonomy in their learning as they believe this would motivate them to learn.

The final area of the framework relates to encouraging positive self-evaluation. There is only one scale for this area which is for recognising students' efforts. The results show similar beliefs from the students and the teachers towards this scale. As has been seen previously, when the strategies relate to the students personally, they match the beliefs of the teachers in terms of how motivating they are.

Section 4: Factors influencing participant perceptions

This section investigates the impact of some factors on the teacher and student perceptions towards motivational scales. These factors are mainly the background information presented in Section 2. The six factors examined in relation to their influence on teacher views towards motivational strategies are age, teaching experience, nationality, place of work (including university type), academic qualification, and teaching qualification. For the students, the five factors investigated are nationality, last academic qualification, place of study (including university type), English level, and language of instruction in the future academic departments. Some of student background information is not examined, namely age, name of the level test, score in the level test, and future academic department. These factors are not examined for three reasons: there was a very small sample size in one of the groups in relation to age factor; there was missing data in the factors related to level test; there was a long list of departments which cannot be categorised in terms of the future department factor (see Appendix 23).

Non-parametric tests are used to examine the effect of these factors, including the Kruskal-Wallis test (K-W test) and the Mann Whitney test (M-W test). These tests are used because the data does not meet the assumption of parametric test relating to the normality of data (Field, 2013, p.214; Pallant, 2010, p.213). They are also used because they do not require equal sample size when comparing between groups (Dancey & Reidy, 2011, p. 528; Sani & Todman, 2006, p. 96). They can also be used with small sample sizes which include at least five participants per group (Cohen & Holliday, 1979, pp.179-183; Gibson & Melsa, 1975, p. 167; Pett, 1997, p.214).

The K-W test is used to examine the difference between more than two groups, while the M-W T is used in two cases, firstly to compare between two groups, and secondly as a post hoc test after obtaining a significant result for the K-W test. In this latter case, a multiple of the M-W T is used between pairs of groups to investigate which group differed significantly from the other. As mentioned in the previous section, Bonferroni adjustment is applied to the p-value to control for the Type 1 error; therefore, a more strict alpha value is accepted as an indication of significant statistical difference between groups. When a significant difference between the groups are found, effect sizes (r) are calculated and Cohen (1988) criteria is used to interpret the effect size, where 0.1, 0.3, and 0.5 represent small, medium and large effect sizes, respectively. It should be noted that in this research, effect sizes are not calculated for the KW test because there is no straightforward method to do this (Field, 2009, p.570). Therefore, they are used only with the M-W test when differences in the scales are found.

5.7. Factors affecting teacher perceptions

5.7.1. Age

Table 5.30 shows the results of the K-W test, which is used to investigate if there is a difference in teacher views towards the ten motivational scales according to age group. The table includes the following statistical results: the median (*Mdn*), the value of the K-W test (*H*), degrees of freedom (*df*), p-value (*p*). The *mean rank* is not included, as in the previous sections, because the differences between the groups are clear by reporting the *median* only.

Teachers are divided into four age groups:

- Group 1= 20 – 30
- Group 2= 31 – 40
- Group 3= 41 – 50
- Group 4= 51 – 60

Table 5.30: Kruskal-Wallis test results for difference among teachers (age)

Scales	Age – Mdn				K-W	df ¹	p-value ²
	20 - 30	31 - 40	41 - 50	51 - 60			
Ideal L2 self	5.25	5.75	5.75	6.00	13.847	3	0.003*
L2 related values	4.92	5.17	5.17	5.50	5.946	3	0.114
Teacher behaviour	5.42	5.67	5.67	5.75	9.732	3	0.021
Goals	5.00	5.60	5.80	5.70	17.868	3	0.000*
Learner autonomy	4.20	4.20	4.40	4.40	.835	3	0.841
Task	5.40	5.40	5.80	5.80	5.036	3	0.169
Classroom atmosphere	5.41	5.71	5.71	5.93	14.875	3	0.002*
Learner confidence	5.43	5.86	5.83	5.86	10.159	3	0.017
Learner group	5.00	5.60	5.83	5.58	12.578	3	0.006
Recognise students' effort	5.17	5.50	5.50	5.08	2.913	3	0.405

Note: Total no. of participants= 96 (20 – 30= 40, 31 – 40= 39, 41 – 50= 11, 51 – 60= 6). ¹= degrees of freedom, ²= p<0.005 (adjusted using Bonferroni correction .05/10). *= significant difference.

The above table indicates that there is a statistically significant difference in the median scores of three scales, namely in 'Ideal L2 self', 'Goals', and 'Classroom atmosphere' at $p < 0.005$ (.05/10). However, the test does not show where the exact differences lie; therefore, the M-W test is conducted as a post-hoc test to locate the differences, as seen in the following table.

Table 5.31: Mann-Whitney test results of difference among teachers (age)

Scale	Age groups – <i>Mdn</i>		M-W U	Z score	p-value ¹	Effect size
	20 – 30 yrs	31 – 40 yrs				
Ideal L2 self	20 – 30 yrs	31 – 40 yrs				
	5.25	5.75	431.00	-3.494	0.000	0.39 ^{^^}
Goals	20 – 30 yrs	31 – 40 yrs				
	5.00	5.60	437.50	-3.393	0.001	0.38 ^{^^}
	20 – 30 yrs	41 – 50 yrs				
	5.00	5.80	98.00	-2.827	0.005	0.40 ^{^^}
Classroom atmosphere	20 – 30 yrs	31 – 40 yrs				
	5.41	5.71	474.50	-3.024	0.002	0.34 ^{^^}
	20 – 30 yrs	51 – 60 yrs				
	5.41	5.93	35.50	-2.775	0.006	0.41 ^{^^}

Note: Total no. of participants= 96 (20 – 30= 40, 31 – 40= 39, 41 – 50= 11, 51 – 60= 6). ¹= $p < 0.008$ (adjusted using Bonferroni correction .05/6). ^{^^}= medium effect size.

From the previous tables, Ideal L2 self is significantly affected by teacher age, $H (df= 3) = 13.847, p < 0.005$. On further inspection, it is found that teachers in age group 2 (31 – 40 years, $Mdn= 5.75$) agree more than teachers in age group 1 (20 – 30, $Mdn= 5.25$), $U= 431, z= -3.494, p < 0.005$, with a medium effect size of $r=0.39$. In terms of Goals scale, there is evidence of a difference in teachers' beliefs according to their age group, $H (df= 3) = 17.868, p < 0.005$. Teachers in age group 1 (20 – 30, $Mdn= 5.00$) agree significantly less with this scale than teachers in age group 2 (31 – 40 years, $Mdn= 5.60$) and 3 (31 – 40 years, $Mdn= 5.80$). These differences are found to be of medium effect sizes. As for Classroom atmosphere, it is also found that teacher age has an impact in their perceptions, $H (df= 3) = 14.875, p < 0.005$. Significant differences with medium effect size is found of teachers in age group 1 (20 – 30 years, $Mdn= 5.41$), who believe less strongly about the motivation power of classroom atmosphere than teachers in age group 2 (31 – 40 years, $Mdn= 5.71$) and 4 (51 – 60 years, $Mdn= 5.93$).

Overall, examining the differences between the teachers according to their age shows that teachers in age group 1 hold less agreement with motivational scales than older teachers, and inferential tests indicate that in some scales, these differences are significant and all have a medium effect size. It could be that age alone creates these differences although it is unclear why this should be the case. It is more likely that such differences are the effect of teaching experience on teacher views, which, in general, is longer for older teachers. In the following section, the impact of teaching experience will be examined in order to establish if this factor correlates with or contradicts the findings of the effect of the teacher age.

5.7.2. Teaching experience

This section examines the impact of teaching experience on teacher perceptions about the importance of motivational strategies. Table 5.32 shows the results from the K-W test comparing each of the ten motivational scales according to five levels of experience, ranging from less than one year to more than 15 years.

Table 5.32: Kruskal-Wallis test results for difference among teachers (teaching experience)

Scales	Teaching experience – <i>Mdn</i>					K-W	df ¹	p-value ²
	<1	1-5	6-10	11-15	>15			
Ideal L2 self	5.00	5.25	5.50	6.00	6.00	14.932	4	0.005*
L2 related values	4.90	5.00	4.90	5.20	5.30	5.709	4	0.222
Teacher behaviour	5.40	5.50	5.70	5.80	5.80	12.126	4	0.016
Goals	4.90	5.10	5.40	5.80	5.80	22.310	4	0.000*
Learner autonomy	4.10	4.20	4.30	4.20	4.40	0.903	4	0.924
Task	5.10	5.40	5.40	5.80	5.80	12.320	4	0.015
Classroom atmosphere	5.30	5.60	5.40	5.90	5.80	18.614	4	0.001*
Learner confidence	5.30	5.40	5.60	5.80	5.80	12.325	4	0.012
Learner group	5.00	5.00	5.30	5.70	5.80	13.325	4	0.010
Recognise students' effort	5.20	5.20	5.20	5.70	5.50	8.898	4	0.064

Total no. of participants= 96 (<1= 6, 1-5= 32, 6-10= 26, 11- 15= 11, >15= 21). ¹= degrees of freedom, ²= p<.005 (adjusted using Bonferroni correction .05/10). *= significant difference.

The table above shows that there is a significant statistical difference between the scores on the three scales where differences are seen based on the teachers' ages, which are 'Ideal L2 self', 'Goals' and 'Classroom atmosphere', which are the same scales on which the age factor has an impact. The post hoc test, presented in the following table, indicates where the differences lie.

Table 5.33: Mann-Whitney test results of difference among teachers (teaching experience)

Scale	Teaching experience– <i>Mdn</i>		M-W U	Z score	p-value ¹	Effect size
Ideal L2 self	<1	11 - 15				
	5.00	6.00	2.00	-3.205	0.001	0.78 ^{^^}
Goals	<1	11 - 15				
	4.90	5.80	2.00	-3.166	0.002	0.77 ^{^^}
	<1	> 15				
	4.90	5.80	7.00	-3.320	0.001	0.64 ^{^^}
	1 – 5	> 15				
	5.10	5.80	180.50	-2.882	0.004	0.40 ^{^^}
Classroom atmosphere	<1	11 - 15				
	5.30	5.90	2.50	-3.125	0.002	0.76 ^{^^}
	<1	> 15				
	5.30	5.80	7.00	-3.319	0.001	0.64 ^{^^}

Note: Total no. of participants= 96 (<1= 6, 1-5= 32, 6-10= 26, 11- 15= 11, >15= 21). 1= p<.005 (adjusted using Bonferroni correction .05/10). ^^= medium effect size, ^^= large effect size.

In general, the M-W test indicates that the significant differences are between teachers with experience of five years or less, and teachers with experience of eleven years and more. Teachers with less teaching experience hold less agreement with the affected motivational scales.

For Ideal L2 self, teaching experience has a significant effect on teachers' beliefs towards motivational scales, $H(df=4) = 14.932, \leq 0.005$. Difference are found between teachers with experience of less than a year ($Mdn=5.00$) and teachers with experience of between eleven and 15 years ($Mdn=6.00$), $U=2.0, z=-3.205, p<0.005, r=0.78$. In the 'Goals' scale, similarly, teachers beliefs are influenced by the duration of their teaching experience, $H(df=4) = 22.310, p<0.005$. The M-W test shows that teachers with teaching experience of less than five years agree significantly less with 'Goals' than teachers with more than eleven years of experience. In term of the 'Classroom

atmosphere' scale, teacher beliefs are also affected by teaching experience factor, H ($df= 4$)= 18.614, $p= 0.001$. In particular, as Table 5.33 reveals, the differences are between teachers with less than one year of experience and teachers with more than eleven years of experience. All the significant differences in the three scales are of large effect sizes (except for one), and this suggests that teaching experience has a strong effect on teachers' beliefs towards Ideal L2 self, Goals, and Classroom atmosphere.

This finding correlates with the previous results about the effects of age on teachers perceptions, as teachers from the 20 to 30 year-old age group agree less about these three scales than older teachers. When the impact of teaching experience is examined, it is found that teachers with teaching experience of less than one year and between one and five years have a lower level of agreement towards the same three scales than teachers with more than five years teaching experience. It would appear then that age has less to do with teacher views, and it is their experience which creates the difference in results. More experience with students also allows the teachers to develop their understanding of the students' needs in terms of their Ideal L2 self, their individual goals and the importance of creating a pleasant atmosphere.

5.7.3. Nationality

The M-W test is used to examine the effect of teacher nationalities on teacher views towards the ten motivational scales. As stated in the methodology chapter, all the participants are Arabic speaker teachers, and the majority are Saudi (62), while 34 teachers are from different Arabic countries such as Egypt and Lebanon.

Table 5.34: Mann-Whitney test results of difference among teachers (teacher nationality)

Scale	Teacher nationality- <i>Mdn</i>		M-W test	Z score	P-value ²	Effect size
	Saudi	Others ¹				
Ideal L2 self	5.38	5.75	826.50	-1.790	0.073	
L2 related values	5.00	5.25	830.50	-1.719	0.086	
Teacher behaviour	5.50	5.73	749.50	-2.364	0.018	
Goals	5.20	5.68	656.50	-3.081	0.002*	0.31 ^{^^}
Learner autonomy	4.30	4.20	1048.00	-0.046	0.963	
Task	5.40	5.60	782.00	-2.107	0.035	
Classroom atmosphere	5.57	5.85	718.00	-2.603	0.009	
Learner confidence	5.57	5.77	759.50	-2.282	0.022	
Learner group	5.17	5.67	660.00	-3.040	0.002*	0.31 ^{^^}
Recognise students' effort	5.17	5.50	762.50	-2.247	0.025	

Note: Total no. of participants= 96 (Saudi= 62, other Arabic nationality teachers= 34). ¹ = other Arabic nationality teachers. ²= $p < .005$ (adjusted using Bonferroni correction .05/10). * = significant difference. ^^ = medium effect size.

The results of the M-W test, in Table 5.34, reveal that significant differences are found in the two scales, 'Goals' and 'Learner group'. For Goals scale, other Arabic teachers ($Mdn = 5.68$) agree more with this scale than the Saudi teachers ($Mdn = 5.20$), $U = 656.500$, $z = -3.081$, $p < 0.005$, $r = 0.31$. In terms of the Learner group, similarly, other Arabic teachers ($Mdn = 5.67$) agree more strongly with the motivating power of this scale than Saudi teachers do ($Mdn = 5.17$, $U = 660.000$, $z = -3.040$, $p < .005$, $r = 0.31$). In both scales, the effect sizes are found to be medium which indicates a relatively clear difference between teachers according to their nationalities.

The differences in teacher perceptions according to their nationality relating to Learner group may be due to the nature of teaching in Saudi Arabia which tends to focus on tasks and delivery rather than the organisation of the students. In terms of goals, it is common for the curriculum to be set allowing the teacher little input or opportunity to

think about the students' individual goals. Although it is likely that other Arabic teachers will come from a similar culture to Saudi teachers, they may have some differences arising from their experiences of teaching in another context. This may have an impact on their beliefs about 'Learner group' and 'Goals' scales which could be slightly different from Saudi teachers.

5.7.4. Place of work

To examine the impact of the factor 'place of work' on teacher perceptions about motivational scales the M-W test is conducted. Teachers are grouped according to the type of their university:

- Teachers who work in a government university (University A)= 87
- Teachers who work in private universities (Universities B and C)= 9 (The statistical approach takes into account the differences in group size)

Table 5.35 shows the results from the M-W test comparing each of the ten motivational scales according to university type.

Table 5.35: Mann-Whitney test results of difference among teachers (teacher university type)

Scales	University Type- <i>Mdn</i>		M-W U	Z score	p-value ¹
	Government	Private			
Ideal L2 self	5.80	5.00	216.00	0.226	0.023
L2 related values	5.00	5.20	340.50	0.644	0.520
Teacher behaviour	5.70	5.70	302.50	1.134	0.257
Goals	5.40	5.20	342.50	0.623	0.533
Learner autonomy	4.20	4.00	366.50	0.315	0.753
Task	5.40	5.40	343.50	0.610	0.542
Classroom atmosphere	5.70	5.70	386.00	0.070	0.944
Learner confidence	5.70	5.60	366.50	0.318	0.751
Learner group	5.30	5.30	390.00	0.019	0.985
Recognise students' effort	5.30	5.20	360.50	0.392	0.695

Note: No. of participant= 96 (Government= 87, Private=9). ¹= p<.005 (adjusted using Bonferroni correction .05/10).

The table above shows that there are no significant differences in the median scores between the two groups of teachers in any of the ten scales examined in this study. This indicates that the factor of the university type has no effect on teacher views towards the examined motivational scales.

To further consider the factor of 'the place of work', the individual universities are examined. As presented earlier in the section regarding background information of teachers, the participating teachers are from three universities coded A, B and C. University A is a government university, whereas universities B and C are private universities. The number of participants from each university is:

- University A= 85
- University B= 6
- University C= 3

Because the number of participants in University C is fewer than five, they are excluded from the test. The M-W test is used to compare the beliefs of teachers in University A and B, which is presented in the following table.

Table 5.36: Mann-Whitney test results of difference among teachers (teacher place of work)

Scale	Place of work- <i>Mdn</i>		M-W U	Z score	p-value ¹	Effect size
	A	B				
Ideal L2 self	5.75	4.75	56.50	-3.258	0.001*	0.34 ^{^^}
L2 related values	5.00	4.50	138.50	-1.87	0.061	
Teacher behaviour	5.67	5.33	137.50	-1.904	0.057	
Goals	5.40	5.10	157.50	-1.578	0.115	
Learner autonomy	4.20	4.10	230.50	-0.393	0.694	
Task	5.40	5.10	134.00	-1.957	0.05	
Classroom atmosphere	5.71	5.71	192.00	1.018	0.309	
Learner confidence	5.71	5.29	136.00	1.921	0.055	
Learner group	5.33	5.08	197.50	-0.926	0.354	
Recognise students' effort	5.33	5.08	219.50	-0.571	0.568	

Note: No. of participant= 96 (A= 85, B= 6, C= 3, Missing= 2). ²= $p < 0.005$ (adjusted using Bonferroni correction .05/10). * = significant difference. ^^ = medium effect size.

Table 5.36 shows that there are no significant differences in teacher perceptions regarding nine motivational scales except for the scale 'Ideal L2 self'. For Ideal L2 self, significant differences are found between teachers who work in University A (*Mdn*= 5.75) and teachers who work in University B (*Mdn*= 4.75), $U = 56.5$, $Z = -3.258$, $p = 0.001$, and this difference is of a medium effect size of $r = 0.34$.

The results here might reflect what have been already seen in the Methodology chapter (sections 4.3.1, 4.3.2, 4.3.3) relating to the policies of the universities for inviting external speakers. In the private sector, the universities appear to adopt the approach of promoting strategies related to Ideal L2 self and L2 related values. As this

may have become the norm, the teachers in University B might not consider it to be motivating. However, in the government university, this strategy could be applied less and so the teachers may recognise the potential in terms of motivating the students.

5.7.5. Academic qualification

The M-W test is used in this section to investigate whether there are significant differences between academic qualification groups regarding their views towards motivational scales. Teachers are classified into three groups according to their last academic qualification, and the number in each group is:

- Bachelor= 48
- Master= 46
- PhD= 2

As with the previous factor, the number of participants in the PhD group is less than five, and therefore the Kruskal-Wallis test is not used to examine the three groups. Two M-W tests are used, the first to compare teachers who have a Bachelor degree, and teachers who have a Master's degree. This test is presented in the following table.

Table 5.37: Mann-Whitney test results of difference among teachers (teacher academic qualification)

Scale	Academic qualification– <i>Mdn</i>		M-W U	Z score	p-value ¹
	Bachelor	Master			
Ideal L2 self	5.63	5.50	1,152.50	0.376	0.707
L2 related values	5.08	5.08	1,116.00	0.091	0.927
Teacher behaviour	5.67	5.67	1,215.50	0.854	0.393
Goals	5.20	5.50	1,337.00	1.781	0.075
Learner autonomy	4.30	4.20	1,016.50	-0.664	0.507
Task	5.40	5.40	1,142.50	0.294	0.768
Classroom atmosphere	5.57	5.71	1,200.50	0.738	0.461
Learner confidence	5.57	5.71	1,178.50	0.570	0.569
Learner group	5.33	5.42	1,151.00	0.358	0.720
Recognise students' effort	5.18	5.33	1,129.00	0.190	0.849

Note: No. of participant= 96 (A= 85, B= 6, C= 3, Missing= 2). ¹= p<0.005 (adjusted using Bonferroni correction 0.05/10).

The previous table reveals that having an academic qualification such as the Bachelor or Master has no effect on teacher beliefs towards motivational strategies.

In order to be sure that there are no differences between the beliefs of the teachers based on their academic history, a second test was conducted. This time, teachers were regrouped into two categories: teachers with a Bachelor degree (no.= 48), and teachers with a postgraduate degree (no.= 48). The M-W test, which is presented in the following table, is used to examine the difference between these two groups.

Table 5.38: Mann-Whitney test results of difference among teachers (teacher academic qualification)

Scale	Academic qualification– <i>Mdn</i>		M-W U	Z score	p-value ¹
	Bachelor	Postgraduate			
Ideal L2 self	5.63	5.50	1069.50	-0.621	0.535
L2 related values	5.08	5.08	1127.00	-0.184	0.854
Teacher behaviour	5.67	5.67	1011.50	-1.043	0.297
Goals	5.20	5.60	878.00	-2.031	0.042
Learner autonomy	4.30	4.20	1090.50	-0.452	0.651
Task	5.40	5.50	1080.00	-0.533	0.594
Classroom atmosphere	5.57	5.71	1042.50	-0.812	0.417
Learner confidence	5.57	5.71	1048.50	-0.767	0.443
Learner group	5.33	5.55	1071.50	-0.594	0.552
Recognise students' effort	5.18	5.33	1120.00	-0.236	0.813

Note: Total no. of participants= 96 (Bachelor= 48, Postgraduate= 48). ¹= p<.005 (adjusted using Bonferroni correction .05/10).

The previous table shows that, again, the two groups do not differ significantly in their views about the ten scales according to their academic history. In the earlier results, it can be seen that teaching experience has a significant effect on teachers' perceptions, but, here, their qualifications have not affected their views. It appears, then, that the teachers' beliefs and concepts of motivation are gained through classroom experience rather than formal learning. We will investigate this further in the next section when examining the effect of teaching related qualifications on teacher beliefs.

5.7.6. Teaching qualification

The impact of teaching qualifications on teacher perceptions towards motivational scales is examined using the K-W test. Based on teacher answers to the questionnaire, they are grouped into four categories:

- TESOL qualification = 32
- TEFL qualification = 23
- CELTA qualification = 5
- None = 32

Table 5.39 shows the results from the K-W test comparing each of the ten motivational scales according to the teachers' teaching qualifications.

Table 5.39: Kruskal-Wallis test results for difference among teachers (teacher teaching qualification)

Scales	Teaching qualification – <i>Mdn</i>				K-W	df ¹	p-value ²
	TESOL	TEFL	CELTA	None			
Ideal L2 self	5.50	5.80	5.30	5.60	1.305	3	0.728
L2 related values	4.90	5.30	5.20	5.00	2.588	3	0.460
Teacher behaviour	5.70	5.80	5.70	5.50	2.916	3	0.405
Goals	5.40	5.40	5.20	5.30	0.872	3	0.832
Learner autonomy	4.40	4.40	4.00	4.20	2.669	3	0.446
Task	5.40	5.60	5.20	5.40	2.276	3	0.517
Classroom atmosphere	5.70	5.90	5.70	5.60	0.671	3	0.880
Learner confidence	5.70	5.90	5.30	5.50	5.151	3	0.161
Learner group	5.40	5.50	5.50	5.30	1.864	3	0.601
Recognise students' effort	5.40	5.20	5.20	5.30	0.321	3	0.956

Note: Total no. of participants= 96 (TESOL= 32, TEFL= 23, CELTA= 5, None= 32, Missing= 4). ¹= degrees of freedom. ²= p<0.005 (adjusted using Bonferroni correction .05/10).

The previous table reveals that there is no significant difference in median scores in any of the ten scales according to teaching qualification. This indicates that teaching qualification has no influence upon teacher beliefs towards motivational scales.

To further investigate this factor, the M-W test is used to compare the median score of the scales according to whether the teacher has a recognised teaching qualification or not. Teachers are regrouped into two categories:

- Teachers with teaching qualifications= 60
- Teachers without teaching qualifications= 32

Table 5.40 shows the results from the M-W test comparing each of the ten motivational scales according to whether or not the teacher had a teaching qualification.

Table 5.40: Mann-Whitney test results of difference among teachers (teacher teaching qualification)

Scales	Teaching qualification- <i>Mdn</i>		M-W U	Z score	p-value ¹
	Yes	No			
Ideal L2 self	5.50	5.60	901.50	0.493	0.622
L2 related values	5.20	5.00	879.00	0.667	0.505
Teacher behaviour	5.70	5.50	890.50	0.578	0.563
Goals	5.40	5.30	879.00	0.672	0.502
Learner autonomy	4.40	4.20	804.00	1.282	0.200
Task	5.40	5.40	887.00	0.605	0.545
Classroom atmosphere	5.70	5.60	934.00	0.216	0.829
Learner confidence	5.70	5.50	851.50	0.900	0.368
Learner group	5.50	5.30	816.00	1.189	0.234
Recognise students' effort	5.30	5.30	907.50	0.433	0.655

Note: Total no. of participants= 96 (Yes= 60, No= 32, Missing= 4). ¹= p<0.005 (adjusted using Bonferroni correction .05/10).

The previous table shows that there are no significant differences in the median scores of the ten motivational scales according to whether or not the teacher had a teaching qualification. This indicates, as is suggested in the previous section relating to academic qualification, that teachers' concepts about motivational strategies appear to develop through experience, and that those qualifications related to teaching and academia, have no effect on their beliefs. This could suggest that teacher training does not address motivation or that it is considered to be the responsibility of the students to motivate themselves rather than the teacher.

5.7.7. Summary of the factors affecting teacher perceptions

In this study, six factors have been examined in terms of their possible effect on teacher perceptions about motivational strategies. These factors are age, teaching experience, nationality, place of work, academic history and teaching qualifications. It is found that, in general, these factors created little or no differences in the results, but there are some scales where differences are seen. Of these factors, four have an impact on teachers' views towards some motivational scales, namely age, teaching experience, nationality, and place of work. Two factors have no effect on teachers' perceptions, namely academic history and teaching qualification. In relation to the L2 motivational framework, these factors affect the areas of creating basic motivation and generating initial motivation whereas maintaining and protecting motivation and encouraging positive self-evaluation are not affected at all. In the following section, the results of the factors affecting teachers' beliefs will be summarised in relation to the L2 motivational framework.

As for the first area of the framework 'Creating the basic motivational conditions', two areas are affected by three of the above factors. 'Classroom atmosphere' scale is affected by age and experience, and 'Learner group' scale is influenced by the nationality of teachers. The reasons for such influences are mentioned earlier, but, in general, it can be argued that understanding the importance of classroom atmosphere in creating the basic motivational conditions is not a teaching practice that can be learned theoretically, but it might develop mainly from experience. This argument might be supported by the fact that neither academic qualification nor teaching qualifications has any effect on these results. The results of this area of the framework also suggest that the experience of teachers in other countries other than Saudi Arabia is affecting their beliefs of the motivating potential of learner groups.

The only other area of the framework that is affected by the factors mentioned above is generating initial motivation. This is the area where most differences can be seen. The two scales related to this area, affected by some of the examined factors, are Ideal L2 self and Goals. Ideal L2 self is one of the scales affected by the most factors, namely age and experience, which, as is mentioned earlier, related to experience more, and place of work. Experience is a factor which creates a stronger belief in the teachers role in promoting Ideal L2 self as motivational, whereas place of work, whether they work in a private or public university, gives the opposite result of reducing the teachers' beliefs in this area. The other affected scale is Goals. It is also affected by three factors which are age, experience and nationality. As with Classroom atmosphere, it seems clear that experience in the classroom whether in Saudi Arabia or in a different education system outside of Saudi Arabia rather than academic history or qualifications gives the teachers more insight into Ideal L2 self and Goals as

motivational teaching practices. Understanding Ideal L2 self and goals comes from working with students and understanding their personal needs which cannot be learned through theory. The teachers' beliefs about Ideal L2 self is also affected by place of work and this is also related to experience. The teachers in University B have the experience of working in a university which seems to be more progressive in terms of Ideal L2 self and values and so the teachers believe it is not their role to help creating an Ideal L2 self for students as the university provides this.

As can be seen so far, differences are found in the perceptions of teachers towards some of the scales related to two areas of the framework which are Creating the basic motivational conditions and Generating initial motivation. The examined factors have no impact on the teachers' beliefs towards any of the scales which belong to the other two areas of the framework: Maintaining and protecting motivation and Encouraging positive self-evaluation. It would seem that the two first areas of the framework are affected by some factors because they include broader strategies which are less tangible, relate to outside the classroom, relate to the individual students needs more and relate much less to the teaching process itself. Strategies related to Classroom atmosphere, Learner group, Ideal L2 self and goals, which belong to the affected areas of the framework, are generally related to the general feeling in the class, and relate more to the teacher's understanding of the student needs not only inside but also outside the classroom.

As for the two areas of the framework which are not affected by any of the examined factors including teaching experience, it could be argued that these areas relate more to the task itself and the specific process of teaching which seems to be a shared view in terms of how motivating these strategies are. This suggests that there is an inherent

belief regarding these motivational scales which is shared by teachers regardless of their age, experience, nationality and place of work which may have developed through their general experiences.

5.8. Factors affecting student perceptions

5.8.1. Nationality

In this section, the impact of the nationality factor on student views is examined and presented in Table 5.41. The M-W test is used to investigate the difference between the two groups, Saudi students (no.= 314) and other students from different Arabic nationalities (no.= 28).

Table 5.41: Mann-Whitney test results of difference among students (student nationality)

Scales	Student nationality – <i>Mdn</i>		M-W U	Z score	p-value ¹
	Saudi	Arabic			
Ideal L2 self	5.50	5.50	4202.50	-0.392	0.695
L2 related values	5.00	5.00	4276.50	-0.239	0.811
Teacher behaviour	5.33	5.50	3770.50	-1.255	0.209
Goals	5.20	5.20	4256.00	-0.281	0.779
Learner autonomy	5.20	5.00	4024.50	-0.746	0.456
Task	5.20	5.20	4116.50	-0.561	0.575
Classroom atmosphere	5.43	5.43	4190.50	-0.412	0.680
Learner confidence	5.43	5.71	3410.00	-1.977	0.048
Learner group	5.00	5.00	4105.50	-0.582	0.561
Recognise students' effort	5.17	5.17	4165.00	-0.463	0.643

Note: Total no. of participants= 345 (Saudi= 314, Arabic nationalities= 28, Missing= 3). ¹= p<0.005 (adjusted using Bonferroni correction .05/10).

The table above reveals that there is no significant difference between the two groups' beliefs about the ten scales. This indicates that in this study, students' nationalities

have no effect on their beliefs towards motivational strategies. These similarities are probably because that although a percentage of students are not Saudi, it is likely that they have lived in Saudi Arabia sometime, and unlikely that they have just come to study in a Saudi university as there are only a couple of universities in Saudi where international students study and these are not included in this study.

5.8.2. Last academic qualification

The next factor examined is the last academic qualification of students. Students are divided into two groups, students with Art secondary certificates (no.= 81) and students with Science secondary certificates (no.= 260). The M-W test is used to compare between these two groups and the results are presented in the following table.

Table 5.42: Mann-Whitney test results of difference among students (student last academic qualification)

Scales	Last academic qualification- <i>Mdn</i>		M-W U	Z score	p-value ¹
	Art	Science			
Ideal L2 self	5.50	5.50	10098.00	-0.567	0.571
L2 related values	5.17	5.00	9675.50	-1.108	0.268
Teacher behaviour	5.50	5.33	9879.50	-0.845	0.398
Goals	5.20	5.00	8724.50	-2.343	0.019
Learner autonomy	5.20	5.20	9058.00	-1.912	0.056
Task	5.20	5.20	10069.00	-0.599	0.549
Classroom atmosphere	5.57	5.43	10059.00	-0.611	0.541
Learner confidence	5.50	5.43	10008.00	-0.677	0.498
Learner group	5.17	5.00	9752.00	-1.008	0.313
Recognise students' effort	5.33	5.17	9280.00	-1.621	0.105

Note: Total no. of participants= 345 (Art= 81, Science= 260, Missing= 4). ¹= p<.005 (adjusted using Bonferroni correction .05/10).

Table 5.42 shows that there is no significant difference between the two groups in any of the ten scales. This results points out that the type of the last academic qualification of the students has no impact on their perceptions about motivational strategies. It would seem, then, that the students' academic history and future plans in terms of the jobs they are likely to do has no effect on their views about motivation. This is probably due to the L2 being neither an art nor science subject, but a subject which supports them in their studies and for future jobs or roles.

5.8.3. Place of study

The effect of the university type on students' perceptions is presented in Table 5.43.

Two groups of students are tested:

- Students who attended a government university (A, no.= 136)
- Students who attended private universities (B and C, no.= 209).

Table 5.43: Mann-Whitney test results of difference among students (student university type)

Scales	University Type- <i>Mdn</i>		M-W U	Z score	p-value ¹	Effect size
	Government	Private				
Ideal L2 self	5.50	5.50	13962.50	-0.280	0.779	
L2 related values	5.00	5.17	11361.50	-3.162	0.002*	0.15 [^]
Teacher behaviour	5.33	5.33	13835.50	-0.418	0.676	
Goals	5.00	5.20	12180.50	-2.256	0.024	
Learner autonomy	5.20	5.20	13611.50	-0.667	0.505	
Task	5.10	5.20	13172.50	-1.156	0.248	
Classroom atmosphere	5.43	5.43	13622.50	-0.655	0.513	
Learner confidence	5.43	5.43	14188.50	-0.026	0.979	
Learner group	4.83	5.00	11663.00	-2.827	0.005*	0.15 [^]
Recognise students' effort	5.17	5.20	12651.50	-1.732	0.083	

Note: Total no. of participants= 345 (Government= 136, Private= 209). ¹= p<0.005 (adjusted using Bonferroni correction .05/10). * = significance different. [^]= small effect size.

The table above shows that, university type has a significant impact upon students' beliefs towards two scales which are L2 related values and Learner group. As for L2 related values, there is a statistically significant difference in median score between students who attend government universities ($Mdn= 5.00$) and students who attend private universities ($Mdn= 5.17$), $U= 11361.500$, $z= -3.162$, $p=0.002$, $r= 15$. However, the effect size is small, which indicates that this difference is not strong. It would appear from the results that students who study in a private university believe more strongly in L2 related values as a motivating strategy. This could be due to the private universities having more freedom and flexibility to promote these values. However, as has been seen from the teachers results, the teachers from University B believe less in Ideal L2 self as this is something already adopted by the university. In terms of the scale 'Learner group', a significant difference is also found in median score between students who attend government universities ($Mdn= 4.83$) and students who attend private universities ($Mdn= 5.00$), $U= 11663.000$, $z= -2.827$, $p=0.005$, with a small effect size of $r= 15$. This result shows that the students from private universities believe more strongly in this motivational strategy. This could suggest that private universities are more familiar with strategies related to Learner group, or that the teachers are more aware of how these strategies should be used and are more efficient and effective in implementing them.

The effect of the university type is further examined, but now the three universities are examined individually. The participants are from three universities:

- A (government university, no.=136)
- B (private university, no.= 109)
- C (private university, no.= 100).

The K-W test is used to examine the difference between these two groups, the results of this test are presented in Table 5.44.

Table 5.44: Kruskal-Wallis test results for difference among students (student place of study)

Scales	Place of study- <i>Mdn</i>			K-W	Df ¹	p-value ²
	A	B	C			
Ideal L2 self	5.50	5.75	5.50	4.659	2	0.097
L2 related values	5.00	5.17	5.00	17.776	2	0.000*
Teacher behaviour	5.33	5.50	5.33	0.570	2	0.752
Goals	5.00	5.20	5.20	5.234	2	0.073
Learner autonomy	5.20	5.20	5.20	1.474	2	0.479
Task	5.10	5.20	5.20	1.657	2	0.437
Classroom atmosphere	5.43	5.43	5.43	0.574	2	0.751
Learner confidence	5.43	5.43	5.29	0.555	2	0.758
Learner group	4.83	5.17	5.00	10.304	2	0.006
Recognise students' effort	5.17	5.33	5.17	10.066	2	0.007

Note: No. of participant= 345 (A= 136, B= 109, C= 100). ¹= degrees of freedom, ²= $p < .005$ (adjusted using Bonferroni correction .05/10). *= significant difference.

The above table shows that there is no significant difference in the nine scales, according to the place of study. In the scale 'L2 related values', there is a significant difference across the three groups, group A (*Mdn*= 5.00), group B (*Mdn*= 5.17) and group C (*Mdn*= 5.00), $H(df=2) = 17.776$, $p < 0.005$. The following table displays the results of the post hoc using M-W test.

Table 5.45: Mann-Whitney test results of difference among students (student place of study)

Scale	Place of study - <i>Mdn</i>		M-W U	Z score	p-value ¹	Effect size
	A	B				
L2 related values	5.00	5.17	5138.50	-4.142	0.000*	0.26 ^{^^}
	B	C				
	5.17	5.00	4236.00	-2.792	0.005*	0.19 [^]

Note: No. of participant= 345 (A= 136, B= 109, C= 100). ¹= p<.017 (adjusted using Bonferroni correction .05/3). * = significance different. ^{^^}= medium effect size, [^]= small effect size.

The M-W test, in Table 5.45, reveals that students attending University B (*Mdn*= 5.17) hold more level of agreement towards L2 related values than students attending University A (*Mdn*= 5.00) and University C (*Mdn*= 5.00). The effect size of the difference between University A and B is $r = 0.26$ which is of medium strength, while the effect size between University B and C is $r = 19$ which represents a small effect. This indicates that the difference between government and private universities is stronger than the difference between private and private students (University B and University C are both private). The results suggest that the students from University B believe much more strongly in the motivational scale of L2 related values which probably arises from this university taking a more active role in promoting Ideal L2 self as the two are closely linked.

5.8.4. English level

Table 5.46 presents the results of the KW test which examines the effect of English level on students' perceptions of motivational scales. Student levels in English are:

- Beginner (no.= 40)
- Pre-intermediate (no.= 93)
- Intermediate (no.= 147)
- Upper intermediate (no.= 61)

Table 5.46: Kruskal-Wallis test results for difference among students (student level in English)

Scales	Level of English- <i>Mdn</i>				K-W	df ¹	p-value ²
	Beginner	Pre-intermediate	Intermediate	Upper-intermediate			
Ideal L2 self	5.80	5.70	5.50	5.50	1.509	3	0.680
L2 related values	5.20	5.00	5.00	5.00	2.190	3	0.534
Teacher behaviour	5.40	5.30	5.30	5.50	0.569	3	0.904
Goals	5.40	5.20	5.00	5.20	4.011	3	0.260
Learner autonomy	5.20	5.20	5.20	5.00	3.599	3	0.308
Task	5.40	5.20	5.20	5.20	1.540	3	0.673
Classroom atmosphere	5.50	5.40	5.40	5.60	0.106	3	0.991
Learner confidence	5.40	5.50	5.30	5.40	3.579	3	0.324
Learner group	5.00	5.00	5.00	4.80	1.019	3	0.797
Recognise students' effort	5.20	5.30	5.20	5.20	2.253	3	0.522

Note: Total no. of participants= 345 (Beginner= 40, Pre-intermediate= 93, Intermediate= 147, Upper intermediate= 61, Missing= 4). ¹= degrees of freedom, ²= p<.005 (adjusted using Bonferroni correction .05/10).

The above table reveals that there is no significant difference in median scores in any of the ten scales according to the students' level of English. This indicates that student level in English has no impact upon student views about motivational scales.

The results seen here may be accurate in that the level of the students has no effect on the beliefs about each of the motivational scales. If this is the case, then the results would suggest that motivation in the L2 classroom is not related to students' current level of English. The other possibility for these results is that the students may have

misrepresented their level and so this is not an accurate representation. The levels are self-reported by the students and are not based on test results. Although the students are asked for their results from standardised tests such as IELTS and TOFEL, the majority exclude this information. This may be because they had not taken these tests or they did not want to disclose their results preferring an estimate based on their own beliefs. Because of this, we cannot be sure that their levels are correct which may have affected the results.

5.8.5. Language of instruction in the future department

Table 5.47 shows the results of the last factor to be examined which is the language of instruction in the future academic department. The K-W test is used to investigate the effect of this factor on students' perceptions about motivational scales. Students are divided into three groups:

- Students who will be taught in English (no.= 270)
- Students who will not be taught in English (no.= 12)
- Students who do not know the exact language of instruction (no.= 53)

Table 5.47: Kruskal-Wallis test results for difference among students (student language of instruction)

Scales	Language of instruction- <i>Mdn</i>			K-W	Df ¹	p-value ²
	English	Not English	Don't Know			
Ideal L2 self	5.50	5.40	5.50	1.107	2	0.575
L2 related values	5.00	5.10	4.70	11.507	2	0.003*
Teacher behaviour	5.40	5.30	5.30	0.338	2	0.845
Goals	5.20	5.00	5.00	4.049	2	0.132
Learner autonomy	5.20	5.10	5.20	0.194	2	0.907
Task	5.20	5.00	5.00	3.541	2	0.170
Classroom atmosphere	5.40	5.20	5.60	1.918	2	0.383
Learner confidence	5.40	5.50	5.40	0.845	2	0.655
Learner group	5.00	5.00	4.80	4.330	2	0.115
Recognise students' effort	5.20	5.30	5.20	2.078	2	0.354

Note: Total no. of participants= 345 (Taught in English= 270, Not taught in English= 12, Don't Know= 53, Missing= 10). ¹= degrees of freedom, ²= p<.005 (adjusted using Bonferroni correction .05/10). *= significant difference.

The table shows that a significant difference is found in the median scores between student groups according to language of instruction in their future academic department on the L2 related values scale. In this scale, students who will be taught in English have a median score of (5.0); students who will not be taught in English have a median score of (5.1) and students that 'do not know' in which language they will be taught have a median score of (4.7). This difference is statistically significant ($H(df=2) = 11.507, p > 0.005$). The M-W test, presented in the following table, is also conducted to identify in which group the difference lies.

Table 5.48: Mann-Whitney test results of difference among students (student language of instruction)

Scale	Language of instruction- <i>Mdn</i>		M-W U	Z score	p-value ¹	Effect size
	English	Don't Know				
L2 related values	5.00	4.70	5068.00	-3.372	0.001*	0.19 [^]

Note: Total no. of participants= 345 (Taught in English= 270, Not taught in English= 12, Don't Know= 53, Missing= 10). ¹= $p < .017$ (adjusted using Bonferroni correction .05/3). * = significance different. [^] = small effect size.

Table 5.48 indicates that the difference is between students who will be taught in English ($Mdn = 5.0$) and students who do not know the language of instruction ($Mdn = 4.7$), $U = 5068.000$, $z = -3.372$, $p = 0.001$, $r = 0.19$. This indicates that students agree more when they know that the language of instruction is English than students who do not know; however, the effect size represents a small strength of this difference. This difference is understandable as the students who are certain that they will study in English are likely to be much more aware of what they need in terms of the language in order to study their other subjects in the future. Therefore, they will be more conscious of the L2 instrumental values which are likely to also affect their integrative values. The students who 'don't know' the language of instruction may believe that it is likely to be Arabic, and so do not think as much about whether and for what reasons they may need English.

5.8.6. Summary of the factors affecting student perceptions

In this study, five factors have been examined in terms of their possible influence on student views about motivational scales. These factors are nationality, last academic qualification, place of study, English level and language of instruction in the future department. From the results of the influences of these factors, it has been found that, in general, these factors create little or no differences in the results, but there are some

scales where differences are seen. The two factors which influence students' beliefs towards some scales are place of study and language of instruction in the future department. The three factors that have no effect at all on student perceptions are nationality, last academic qualification and English level. In relation to the L2 motivational framework, and in a similar way to the teachers' results, these factors affect the areas of creating basic motivation and generating initial motivation whereas maintaining and protecting motivation, and encouraging positive self-evaluation are not affected at all. In the following section, the results of the factors affecting students' perceptions will be summarised in relation to the L2 motivational framework.

For creating the basic motivation, the scale affected is 'Learner group' which is affected by place of study. The results show a difference in the beliefs of private university students who believe more strongly in this scale than students of the government university. This could possibly suggest that teachers in private universities might use different organisation styles more effectively than teachers in government universities, and this can eventually affect students' beliefs about this scale. As for generating initial motivation, the scale of L2 related values is affected by two factors which are the place of the study and the language of instruction in the future department. From these results, it would seem that it is not only EFL teachers, but also university policies that have an effect on students' perceptions towards L2 related values. As seen here, students have stronger levels of agreement because their university (University B) has some strategies implemented to encourage the students to think about L2 features in their future. Students also hold a higher level of agreement when the university policies state clearly what is the language of instruction in their future department.

5.9. Conclusion

This chapter presents the quantitative results of the study. It begins by providing information about the normality of the data. It includes four sections. The first section describes the normality of the data which determines the statistical tests used to analyse the data. The second section presents the descriptive analysis of the data relating to teacher and student perceptions about motivational teaching practices. The third section compares and contrasts teacher and student views about motivational strategies concentrating on the differences highlighted in one of the main research questions. The final section examines the factors which might have an effect on participants' beliefs about motivational strategies. Having presented the quantitative data, the next chapter will provide the interpretations of the qualitative data.

Chapter 6. The qualitative data interpretation

6.1. Introduction

This chapter presents the qualitative data analysis of all the follow-up interviews conducted with teachers and students. By the end of the data analysis process, explained in the methodology chapter, twelve themes had emerged. Ten themes are related to the ten motivational scales examined in the quantitative data and these ten themes are organised according to the L2 motivational teaching practice framework (Dörnyei, 2001a) which includes four areas: creating the basic motivation, generating initial motivation, maintaining and protecting motivation, and encouraging positive evaluation. The other two emergent themes do not fit into this framework because they are not directly related to motivational strategies, but about teacher views about other factors which might affect their use of motivational strategies. The first theme relates to barriers of using motivational strategies, and the second theme is about the need for using motivational strategies. These two themes are mentioned by teachers only, unlike the previous ten themes which are mentioned by both teachers and students. The following figure shows the themes emerged from the qualitative data:

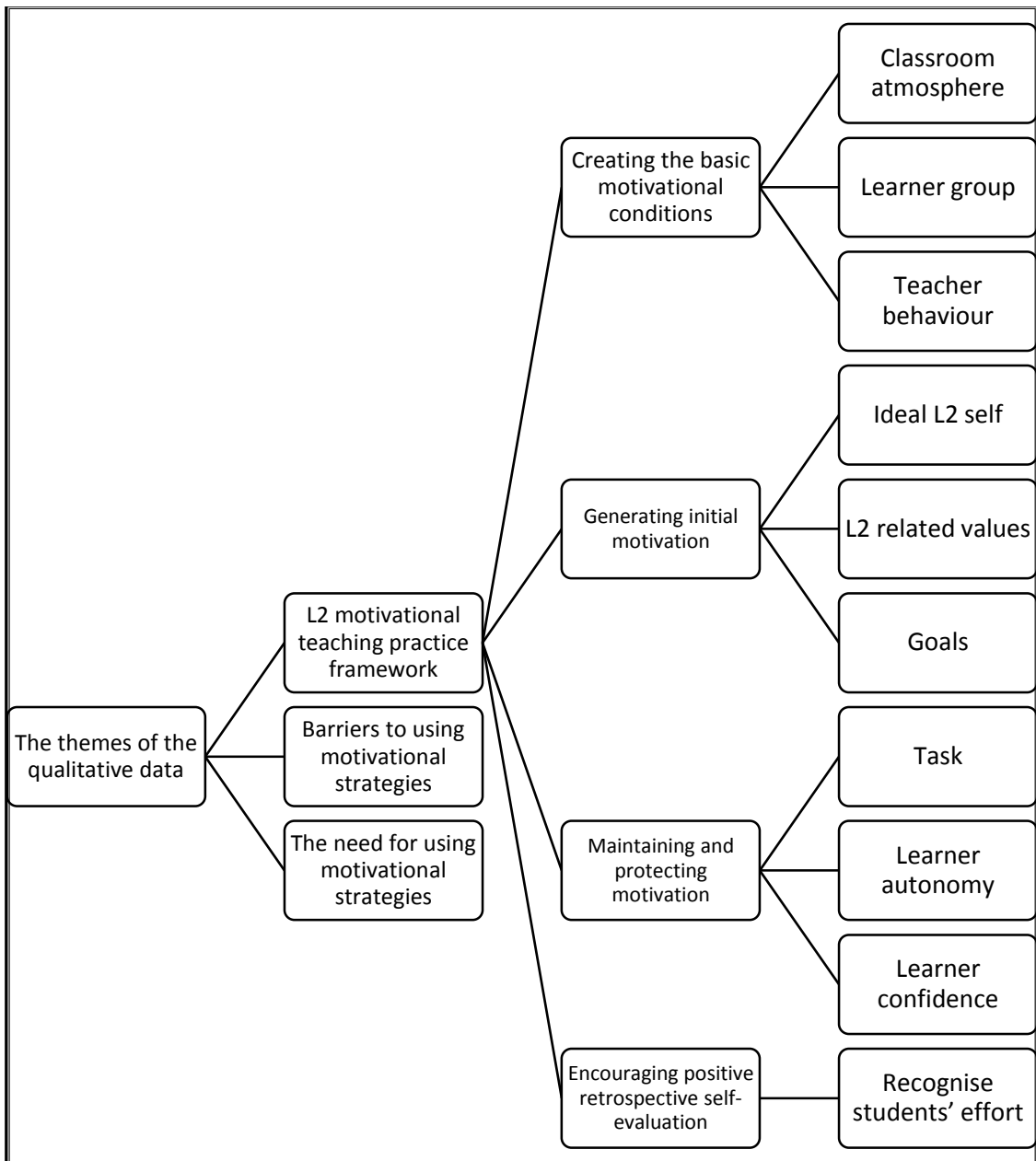


Figure 6.1: Illustrating the qualitative data themes

After defining the themes, the interpretation of themes are written, and the quotations included are translated. In the translation of the quotes, the intention was to make the translation close to the original. It should be noted that there is some overlap between the different themes, although each theme is discussed separately to make the result presentation easier to follow. Presenting these themes in distinct headings does not imply that they are totally isolated from each other; the headings allow a more

systematic way of presenting the data. Another point to note is that although the title of the first ten themes are similar to the ones examined previously in the quantitative data analysis, these themes do not correspond entirely with the earlier examined scales. For example, in the quantitative data, item 29 ‘invite successful role models to class’ is one of the strategies of the scale of ‘L2 related values’ because it increases the reliability of the scale. However, in the qualitative data, it is presented with Ideal L2 self scale, because one of the teachers talks about it in the sense of creating an attractive vision of L2 self in the future.

In the next table, a profile of the participants in the follow-up interviews will be provided before presenting the interpretation of the qualitative data. The sample was chosen randomly from a number of participants who agreed to participate in the interviews. This sample includes teachers with different teaching experiences and qualifications. There is also a slight variation in the English level of the students as indicated by them.

Table 6.1: A profile of participants in the follow-up interviews

Teachers	Teacher A	Age: 31-40 Teaching experience: 9 years Teaching qualification: TEFL University: government university (A)
	Teacher B	Age: 20- 30 Teaching experience: 4 years Teaching qualification: non University: government university (A)
	Teacher D	Age: 20-30 Teaching experience: 5 years Teaching qualification: CELTA University: private university (B)
Students	Student C	Age: 18 Level: intermediate University: government university (A)
	Student E	Age: 18 Level: beginner University: private university (B)
	Student F	Age: 18 Level: intermediate University: private university (B)

6.2. The presentation of the qualitative data analysis

In the presentation of the qualitative data, each theme will be interpreted under three headings which relate to teacher perceptions, student perceptions, and the third heading compares and contrasts teacher and student views of the theme. There are two transcription symbols used in writing. Three dots (...) means there is a missing word or phrase, and this is because they are not clear when listening to the interviews, or because this missing part includes repetition of the same ideas. The square brackets are used to add some information in order to include information which clarifies the quote.

6.2.1. Creating the basic motivational conditions

6.6.1.1. Classroom atmosphere

- *Teachers*

Relating to classroom atmosphere, two of the teachers seemed to believe that creating a fun and relaxed environment motivated their students in the L2 classroom, but they approached this from a slightly different perspective. These two teachers focused on the fun aspect and on the disadvantages of having a serious class. They talked specifically about fun being a motivational strategy particularly because students spend a very long time in the classroom. Teacher D said:

The teacher should have fun and humour in the class, because they [students] spend long hours in the English classes. (*Teacher D: r141, T1-C2*)

Teacher A commented on the need for a pleasant classroom atmosphere and the drawback of having a serious class. She appears to view the process of learning in terms of the outcome which relates to students progression in the L2 learning. She stated:

The students must like the language and the class to progress. If the class is serious, it will be boring and dull. (*Teacher A: r43, TI-C2*)

Teacher D summarised why teachers need to make learning classes interesting focussing on the difference between language classes and the usual university lectures. She said:

This is a language class and not a university lecture. The language class has to be useful, interesting. They [students] should feel the language is fun, because, basically, this is not their language and they do not practise using this language outside the classroom. (*Teacher D: r129, TI-C2*)

Teacher D, in this quote, appears to be making three separate points relating to the classroom atmosphere. She mentions that the class should be interesting and useful although she does not elaborate on how classes may be both of these things. She also makes an assumption that her students do not practise using this language outside the classroom. There are a couple of possible interpretations here. The first relates to the idea of 'usefulness', as she believes, the students do not use the language when they are not in the classroom. It might be assumed that she considers usefulness to be in terms of academia and what they need to achieve in the classroom or for their exams. She suggests that students do not use this language outside the classroom though this is not necessarily the case as there are a number of opportunities for the students to use the L2, particularly via technology, such as

Facebook and when travelling abroad. It could be that the teacher here is missing the social and interactive aspect of learning L2.

It is interesting that in the theme classroom atmosphere, the only strategy the teachers commented on related to fun. Both the teachers who mentioned fun talked about why it is important they comment less on what fun is and how the students experience this in the classroom. Only teacher D indicates how she feels the fun is created in the classroom. Because of this, the qualitative data was examined again to see what teachers mean by 'fun'. Teacher D mentioned, on one occasion, the strategy of breaking the routine of the class to make the learning process more fun. At the same time, she acknowledged that she cannot use fun tasks all the time because using fun tasks would depend on the nature of the lesson and language skill taught:

It is true that some days, the classes are not interesting because of the type of lesson such as writing, but the teacher should have fun and humour in the class. (*Teacher D: r141, T1-C2*)

From her comments, it seems that teacher D's perception of fun relates to how she presents the tasks, breaks up the routines and the tasks themselves. For her, 'fun' might appear to be teacher-led. It may be that this is just this particular teacher's view, but it could also be that this is representative of the teachers' opinions about how fun is created. Her comment also reflects her view of writing work as not being either interesting or fun which does not need to be the case as this can depend on how the writing task is presented, the topic of the task, and the way it is executed.

- *Students*

All the students interviewed talk about the classroom environment as an important motivator. The strategies mentioned by the students which relate to classroom atmosphere were fun and the use of the L1 and the L2 in the classroom.

One of the students, Student F, talked directly about the benefits of having fun in the classroom. She said:

We can study and have fun, and then we will like this class. If I do not like the class, I will not learn and take advantage of the class. (Student E: r144, SI-C2)

The other two students talked about the use of the L1 and the L2 in the classroom. The levels of the students are different; one student is a beginner and the other intermediate. It might be for this reason that there are noticeable differences in their opinions about using the L1 and the L2 as a motivating strategy. The beginner student (E) is for the use of the L1 in the classroom, and she indicated that using the L1 in the classroom is a motivating factor. She said:

One teacher teaches us with a way I like, for example, she speaks in Arabic. At the beginning, she explains the grammar rule in Arabic, and then she speaks in English. (*Student E: r86, ST-C2*)

The same student expressed her views against the use of the L2 only in the classroom. She spoke very strongly about this point and it appears that this causes her a lot of frustration. She said:

One teacher says all the class will be in English, but we are still beginners. She explains everything in English. For example, if you tell her, I want to speak in Arabic because I do not understand. Sometime,

I face this problem, I know the answer, I know it in English, but I do not know how to say it. But the Miss [the teacher] says no, you cannot speak in Arabic, you have to speak in English. And I do not know! This is the problem, I do not like this way. As a beginner, there must be some use of Arabic, without the Arabic, how can we understand. We are beginners, there are some students who can speak in English, they study here, in the preparatory year, to improve their English, so their level in English is good. They understand what is going on in the class, but I do not understand. (Student E: r84, ST-C2)

It seems that she feels completely excluded from the class when the teachers speak only in the L2 and she is unable to participate as she cannot understand or answer any of the questions, she stated:

Teachers ask how will you learn English if we use Arabic in the class. This is true if I know how to speak English or if my level of English is not beginner. Ok, what about if my level of English is low? I and many students in the class, our English level is low. We sit like this [they do not participate] in the class; and the students who understand are the only ones who participate, the rest stay in the class and they do not understand. (Student E: r94, ST-C2)

Conversely, the intermediate student was against the use of the L1 in the classroom. It should be noted that student C had an experience of studying at Level 1 and 4. She had a story. She missed the university placement test; therefore, she was placed automatically in Level 1. In Level 1, she felt it was too easy for her, so she spoke with her teacher who arranged for another placement test for her. Then, student C was moved to Level 4. Therefore, this student had an experience of studying at two levels with two teachers who had different ways of using the L1/L2. During the interviews, student C expressed her views seemingly supporting the use of the L2 for her level, as she believed this is the best way to learn, although it appears she did understand

that using the L1 for lower levels is also useful. She said she liked to be able to use Arabic if she struggled in expressing herself in English, but that she wanted the teacher to speak only in English. She said:

We want our teacher to speak English in the class, and not to use Arabic. In Level 1, the teacher speaks a lot in Arabic, but I think this is because, in Level 1, students need it to understand because there is a lot of English vocabulary that they do not understand. When I studied at Level 4, it was totally different. The teacher never used Arabic although she is Saudi. I like her way, but the good thing is that she understands us when we speak Arabic, for example if I cannot convey my message in English, I tell her what I want in Arabic and she replies in English.....I want her to understand my point, but I want her to speak with me in English. This is really important. (*Student C: r50, ST-C2*)

As would be expected, the student at beginner level appears to be very strongly against using only the L2 in the classroom as it leaves her feeling excluded and demotivated. The intermediate student seems to prefer the use of just the L2 at her level. Only one of the intermediate students mentioned 'fun' so it would seem that feeling included and understanding what is being said in the lesson is more important than fun for lower levels students.

- *Summary of the theme 'Classroom atmosphere'*

From the teacher results, we have seen that a large focus for two of them in terms of classroom atmosphere is on having fun in the class. Interestingly, only one student mentions fun as part of the classroom atmosphere. Instead, the main focus of the other two students is on the language used in the classroom and whether it should be the L1 or the L2, particularly for the lower level students. Although fun is a theme

mentioned by both teachers and students it seems that the teachers give more importance to how it affects the students' motivation, whereas the students give more importance to understanding what is happening in the lesson. Both teachers and students appear to view the motivational power of a pleasant classroom atmosphere in terms of learning and progression though the students do mention more in relation to the social and interactive nature of the lessons as they want to participate, interact and be understood.

6.2.1.2. Learner group

- *Teachers*

Both the teachers and students addressed the theme of creating a cohesive learner group. All the teachers seem to believe that creating a cohesive class is an important factor in increasing student motivation. They pointed to the benefits of creating a cohesive class, teacher D and A emphasised that creating a cohesive class promotes cooperation between students during group work activities. Teacher D said:

A cohesive class helps them to cooperate in group work...it is better than having two sides in the class who compete against each other and do not like each other. (*Teacher D: r143, T1-C2*)

Teacher B seemed to believe that a cohesive class can be created by encouraging the students to know and spend time with each other, particularly in new classes where the students did not know each other. Teacher B expressed that a cohesive class environment would reduce the students inhibitions and motivate them to participate. She stated:

Even when you want to use games, when they know each other, they will not feel shy, even when they speak in the class. I remembered my students, we used to stay together and to eat together, I feel that was good, even when they spoke, they were not afraid from speaking in English because they knew each other. When the students start with a new class, they start worrying, they do not feel that they are motivated to speak. (*Teacher B: r76, T1-C2*)

As we have seen, all the teachers talked about how creating a cohesive class has a positive effect on group work. They also stated that in order to create a cohesive class, using 'group work' is a useful strategy. Teacher A said:

Group work promotes cohesive group work, as students will get to know each other. (*Teacher A: r45, T1-C2*)

As can be seen, the teachers talk in detail about the importance of creating a cohesive class, which will encourage participation in group work, or that group work itself will promote a cohesive class. However, few techniques about how to create the cohesion are mentioned. The main strategy they spoke about is the importance of remixing groups in each class. If students stay within the same groups this will not create a cohesive classroom, but only small group cohesion. In addition, sometimes the students may become bored or lack confidence due to the organisation of the group. Teacher D provided some disadvantages of being in the same group for all the classes:

We should also change their group because if they sit in a specific place, what happens is, the strong [in terms of language level] students will overshadow the weak students, and the weak students will depend on the strong students, and then what happens is that the weak students will lack confidence. It is true that it is important to have a strong and weak student in a group because they can help each

other, but this depends on the type of the task and the goal of the task.
(Teacher D: r129, T1-C2)

The teachers stated that remixing students into different groups is important so that the students can become acquainted with and work with other classmates not only the ones they are used to. They appear to believe that by changing the student groups they will be exposed to different students which in itself will be more motivating for them in terms of L2 learning. The one approach referred to in terms of mixing the groups relates to student levels which would appear to suggest an academic outcome for the lower level students who can be 'helped' by the higher levels. Mixing in terms of students' interests or experiences, for example, is not a strategy which is mentioned but one which could be a more social approach to group work.

It is apparent that teachers believe that creating a cohesive class is a motivating factor in the L2 classroom as all teachers' interviews commented on this. Participation and confidence are addressed by teachers which appear to have a social and interactive aim though when talking about grouping the students the only technique mentioned is students' level of English which would suggest a learning and achievement outcome. The use of tasks within the groups is also something that teachers do not mention which could give a clearer insight into the aims and outcomes of the group work and whether it is used to promote participation and interaction or is more related to a learning outcome.

- *Students*

The attitudes of the students towards creating a cohesive learner group were quite varied. Student E agreed with the teachers' opinions as she suggested that group work activities and remixing groups are essential steps which can be taken by teachers to create cohesive group. The important point for mixing the groups for this student appears to be the social aspect of getting to know each other; she does not mention mixing levels or being helped in her learning by other students. She stated:

A teacher can do that [create a cohesive learner group] by letting students do group work, and it should not be fixed groups all semester. She should mix the group each class, so students will mix and get to know each other more. (*Student E: r108, ST-C2*)

It appears that student C also agreed that creating a cohesive learner group is an important motivating factor. However, her approach is social in nature but different as she stated that using a smartphone social application would help in creating this:

For example, she might tell us to do a group in the whatsapp [smartphone social application] to discuss what we study. We can send information about the homework, so absent students will know about it. We can communicate with other students in the class. If I am absent, I will ask about what they have studied. If I did not understand the homework, I will ask them about how they do it. We asked the teacher to do that but she refused and said it would be better if we contact by emails. I think this is important so we get to know each other. (*Student C: r44, ST-C2*)

It would appear from this quote that student C is in favour of the social aspect of interacting with other students but, interestingly, when she begins to talk about group work in the classroom she does not consider it to be motivating. She commented:

As for group work, I do not like it. Even when I studied at school, I did not like group work. I do not know why, but I do not think it is effective.
(*Student C: r44, ST-C2*)

It is interesting that she said 'I do not know why' which may suggest that she believes it should be effective as it has a social and interactive aspect like the Smartphone Social Application. This suggests that the groups and task are controlled by the teacher whereas the Social App is freer as the topic and recipients would be chosen by group members.

She continued to give some explanations about lack of co-operation in group work and some reasons why she believed it was ineffective. She also suggested some methods to improve group work activities. She mainly talked about how teachers should give students the choice to work individually or in groups, and teachers should give the students the task of choosing their group members. She said:

I do not like group work because I do not get along with students. I do not know why. Each one wants something, and then the group does not work well, so what is the point of doing group work. Each student should do her work individually; or at least the teacher should give us the choice to do our work individually or with a group; or the teacher should let us choose the group members, so you can choose to work with your friends. The teacher should not choose the group members herself, and let us start working; no, when it is like this, I cannot get along with the girls. I do not know them, and if we disagree on something, we cannot progress. In my own view, I do not like group work. If we can choose our group members, this might be better... At the beginning, I tried to do group work, but eventually I began to hate it. I feel that doing my work individually is better. (*Student C: r44, ST-C2*)

Student F also shows her negative attitudes toward the use of group work activities and provided reasons for such attitudes. She focussed on the lack of cooperation between group members:

I do not like group work because some students do not do their work. I have tried group work several times, and once they [other students in the group] let me do all the work alone...They are not cooperative, and some are careless. (*Student F: r143, ST-C2*)

However, student E shows a different view. She stated that she liked group work and she found it good for her because it helps her understand more:

When a teacher says, you should complete it [a task] in 5 minutes, individually, I do not feel this is good. I feel if we work as a group, we will have a better understanding. (*Student E: r88, ST-C2*)

She also explained the way in which group work is motivating for her which related to being able to share thoughts, answers and experiences and as a way of checking work to ensure it is correct. She said:

We like group work, because we can ask each other questions and share experiences. For example, if one student knows more than the other does, she will explain it to her. This motivates me more than the teacher does. In fact, if I do the work individually, even if I know the answer, I do not know if it is correct or wrong. (*Student E: r90, ST-C2*)

From the student comments, it can be seen that there are areas of agreement and disagreement in relation to creating a cohesive learner group and using group work. The main differences can be seen in the opinions of the effectiveness of group work. One student, who is a beginner, appears to believe that it is extremely effective and

motivating. The other two who are intermediate, seem to not like it or find it useful, and in fact they mentioned becoming very frustrated when forced to do group work. It would appear from the results that students seem to want some control over their groups in terms of choosing the other members of the groups. One of the students also refers to mixing groups in order to get to know each other as well as to be supported in their learning. For two of the students, group work activities do not seem to create a cohesive learner group due to lack of effective group dynamics or lack of co-operation. It would appear from the student quotes, that the tasks they are asked to perform in their group may be academic-based rather than social as they talk about completing the task and the work.

- *Summary of the theme 'Learner group'*

All the teachers and most of the students believed that creating a cohesive learner group is a motivating teaching practice. The main differences between teachers and students on the one hand and between students and students on the other hand appeared when they talked about the strategy of 'group work'. While all the teachers insisted that group work is an effective method to create cohesive learner groups, the students' beliefs about group work is different. One student stated that she did like group work whereas the other two students held the opposite view and found group work ineffective and demotivating. There is a divide here in the perceptions of group work of the teachers and the students.

The teachers appear to hold group work in high regard, as they believe that it contributes to a cohesive class, but the students seem to have the opinion that group work can have the opposite effect causing problems between members who feel they

are being taken advantage of or feel that other students are not co-operating. The teachers do not mention the activities the students are asked to perform in their groups whereas the students do and they talk about work and tasks. This might suggest the tasks are more related to learning and academic outcomes rather than to interaction with each other in a more social setting which may be more appealing to the students. This idea seems to be supported by the focus of the teachers on mixing groups by language level as opposed to the student who is in favour of group work in order to get to know fellow students in addition to being supported by other group members. It would appear that the teachers focus more on class organisation and group work for its own sake rather than considering the students as individuals within the group which extends beyond level to personality and working style.

6.2.1.3. Teacher behaviour

- *Teachers*

The teachers talked about many aspects of teacher behaviour that motivated their students, which included caring about the students, building a good relationship with the students, being a role model, talking about their L2 experiences and answering all the academic questions of the students. Teacher D explained how caring about students individually both inside and outside the classroom will motivate them and results in a better reaction from students in terms of their academic efforts and achievements. She said:

As for the students who are not motivated at all, I speak with them individually outside class time. I ask her [a student] why she is behaving like this, what is the problem, and tell her that she has to

work hard, has to do her best, and that she will be able to achieve it. Basically, I offer her ongoing encouragement individually, so, she feels that I care about her and then she might work hard in her studying...This individual encouragement is very important, and the students know which teachers care about them and which do not. And based on your concerns, the students will react. They will improve when you show them that you care about them, even if the student at the beginning is careless, she will care more later. She will feel shy when the teacher cares about her, so she reacts positively, she will care and try harder. I think the teacher has a big role in motivating students. *(Teacher D: r131, TI-C2)*

All the teachers talked about establishing a good relationship with their students in order to motivate them to learn English. Teacher A talks about the importance of taking on a caring role, such as a big sister, to encourage their learning:

The teacher should be like their big sister. This is necessary, they should feel that they are close to you. If they do not like their teacher, they will not learn. *(Teacher A: r48, TI-C2)*

Teacher D talked about willingness to communicate with students and answering their questions as a motivational strategy. She said:

We always say to students that they can come over to our offices to ask any questions. *(Teacher D: r123, TI-C2)*

Teacher B appears to believe that being a role model to students is important for their motivation as students want to be like their teacher which will ultimately promote their L2 motivation. In addition, teacher B thought that speaking to students about her own experiences and sometimes her initial failures in L2 learning inspired her students. She said:

I also speak about myself, I tell them, I mean, it is never too late to make an effort. I tell them, in the beginning, when I studied at the university I was careless, I even repeated an academic year, you know, I did not adapt...so, I failed in a number of modules; and therefore, I had to repeat the year. After that, when I got used to academic life in the university... I worked hard in the 2nd, 3rd, and 4th year...I tell my students that although I failed the first year of university, I then worked hard and was one of the top ten students when I graduated. And now I am teaching you here English in the university...they were inspired. (*Teacher B: r90, T1-C2*)

All the teachers state clearly that their behaviour with their students is a strong motivating factor for their learning. The main strategies related to teacher behaviour are concerned with building a good relationship with students which needs to be based on caring for the students, that the students like the teacher. This can be done by a willingness to be open, to speak to the students about their issues, to be a role model and to share their own experiences. It seems that the teachers believe in their role as being almost parental in terms of caring about and helping their students' progress with the L2.

- *Students*

All the students also had the opinion that the teacher behaviour is motivational. Overall, students C and E talked about different motivational aspects of teacher behaviour to student F. Student E highlighted the negative effects of being a strict teacher which can make students 'be afraid' and 'worry' in the L2 classroom. Student C stated that good teacher behaviour, in the way she treated her class, was what students were looking for in a teacher. She said:

I think teacher behaviour is the important thing. In fact, this is what we are looking for in a teacher. If a teacher is good in how she deals with the students, we want to be in her class. (*Student C: r50, ST-C2*)

Students C talked about how teachers should establish a good relationship with their students by showing an interest in their lives outside the classroom:

At the beginning of the class, the teacher should ask us about what we have done at the weekend or on holiday. First, she can speak about herself and what she has done, and then she should ask the students. (*Student C: r34, ST-C2*)

Students E spoke about the importance of teacher behaviour related to whether the students will want to take the class and whether they will enjoy it:

The most important thing is the way the teacher deals with the student. The teacher should deal with the students in a good way. When there is good teacher behaviour, we will like the subject, we will like the class, and you will wish to have the class...What happens now is that we wait for some classes, and we go like when we will have Miss [their teacher] class. There are some classes, we go like why we have this class why she comes today. (*Student E: r96, ST-C2*)

Furthermore, student C stated how important that teachers listened willingly to and answered the students' academic questions. She pointed to the negative effects of not listening to or answering student questions which affected her interaction in the classroom and eventually influenced her L2 learning. She said:

I do not like the teacher who does not allow students to ask questions; and even if I ask, she looks down on me. I do not like this behaviour, I feel really upset...The teacher [who looks down on her] thinks I do not understand. I understand but I want to ask her. If the teacher does not react positively when I ask a question, this will affect my learning, I will stop interacting in the class...and I will miss new information.

Some teachers do not like to address topics which do not relate directly to the lesson and they only want to teach the lesson and go out...There are other teachers who are amazing. They encourage us to talk and ask...They do not look down on us. The teacher should listen to the students. (*Student C: r26, ST-C2*)

Student E talked about the way in which a teacher's mood has an impact on the students' mood in either a positive or a negative way:

The teacher's mood when she teaches, affects our mood. If she is relaxed, we will be relaxed. If she, for example, is upset, it will be obvious to see from her style of teaching. If she is upset or angry, this will affect us all, the class will be worried. (Student E: r106, ST-C2)

Student C reported that an English teacher was her role model in L2 learning. She also pointed out that she wanted to have a good English teacher because she had more interaction with her English teacher than with her other teachers. The L2 classroom by its nature has a particular need for non-anxious interaction as the students are required to speak whilst being out of their comfort zone and using another language. The students demonstrate that they recognise the teachers' role in helping to reduce anxiety by the way she interacts with them.

All the students interviewed comment on the theme of teacher behaviour as a motivational factor. The strategies mentioned by the students in relation to teacher behaviour involve the teacher responding and caring about them as individuals and creating a good mood in the classroom, which appears to contribute to the social aspect of the process of L2 learning. They mention the teachers' role in terms of enjoyment, mood and participation. It seems that the students are aware of how the teacher is feeling and this affects them directly.

- *Summary of the theme 'Teacher behaviour'*

Both teachers and students agree on the role of teacher behaviour to motivate students in the learning process although the underlying reasons for this appear to be different. The teachers talk about teacher behaviour in terms of how they motivate students to learn, work hard, study and improve their L2. These areas relate to academic achievement. The students refer to strategies relating to teacher behaviour in terms of the effect it has on the social aspects of the L2 learning process. They relate such strategies to their enjoyment and mood within the class, whether they want to be there or not, regardless of any learning, and the interaction they have.

6.2.2. *Generating initial motivation*

6.2.2.1. Ideal L2 self

- *Teachers*

The next area of the framework follows on from creating the basic motivation. It is generating initial motivation. The first scale within this area relates to Ideal L2 self and one of the teachers addressed this idea. Teacher A stated that 'Ideal L2 self' plays a key role in motivating students in L2 classrooms. She talked about several strategies that can contribute to create an attractive vision of students' L2 selves. First, she said that she reminded students of the benefits of learning English for their academic studying in the future, especially in the context of the current situation in Saudi Arabia where there is a great deal of investment in scholarship schemes to study abroad. She said:

I speak with students, as they are at a good age to converse with. I explain to them the advantages of learning English for their future. Especially, at this time, the country is investing in postgraduate studies; and therefore, it is sending students abroad to complete their studies. (*Teacher A: r27, TI-C2*)

As well as talking about the general benefits, she also emphasised that she tried to relate the importance of English to the students at a personal level in order to promote their intrinsic motivation. She said:

When I explain to the students the importance of the English language, I try to relate to each individual student. I talk to them at a personal level, because when the student imagines herself and thinks about the importance of language for herself as an individual, her motivation will be intrinsic. (*Teacher A: r35, TI-C2*)

Teacher A also talked about another strategy namely inviting successful L2 speakers, from a similar background to the students, to speak to the class to provide further motivation:

We might invite a speaker who has had a successful L2 learning experience. And if we are unable to find a speaker, we might use videos about famous and successful people from their own community or context. For example, we have Hayat Sendi, who is a famous female scientist, and the English language has helped her to achieve her goals. It is important to present the students with successful role models from their context, so they feel that they can relate to these role models. (*Teacher A: r35, TI-C2*)

From these results, it appears that the teacher's perception of the students' Ideal L2 self relates to academic and professional future goals, as she talks about postgraduate study, further study abroad and role models from professional sectors.

- *Students*

As for the students, two of them talked about the 'Ideal L2 self' as an important motivational strategy. Student E talked about the positive effect of having an Ideal L2 self for her L2 progression. She seemed to feel that without this she would not be able to progress:

I will not progress if I do not have an attractive idea. For example, if I think, I will do this and that in the future, this will motivate me to learn.
(*Student E: r100, ST-C2*)

Student C agreed on this point and also spoke about the importance of talking about her future with the teacher:

The teacher should always talk to us about our future. In fact, that is what I am thinking about. I will study in my department and then after graduation, I might need to work with international people, I might complete my postgraduate studies. I imagine myself speaking English in the future, and this is very important. (*Student C: r36, ST-C2*)

Student C continued by also suggesting some ways in which teachers can question students about their future plans which could help students to draw an attractive L2 self, and she mentioned how the students reacted to these strategies:

By asking students what they want to be in the future, to talk about what we want to be in the future. When a student speaks about her future plans, she will imagine herself in the future, how she will be, how will she speak? (*Student C: r36, ST-C2*)

It is noted that the two students who mention creating an Ideal L2 self, appear to believe in its role as a motivating factor in such a way that it helps them to learn by envisaging what they will need to reach their future goals. They believe that with this image they are more motivated and will progress better in their learning, as well as their academic and professional achievement. They also both mentioned speaking the language and the interaction they will have with other English speakers, as motivational factors. The students also mentioned the importance of the teachers' role in helping them to create their Ideal L2 self, suggesting that although this strategy is personal to them they still need guidance and help from the teacher.

- *Summary of the theme 'Ideal L2 self'*

Both teachers and students mentioned an Ideal L2 self and some of their ideas are shared, but some differences could be seen too. The students' focus is on linking their future plans by talking with the teacher. It is not clear from the results whether the students prefer to do this on an individual basis or as a group. One of the teachers commented on the importance of reminding students of the benefits of the L2 at a personal level. At the same time, the teachers put more focus on inviting external successful L2 speakers as being a motivational factor. This idea was not addressed by any of the students. This could be because this idea did not come to students' minds when interviewed, as they were not asked specific questions about each motivational strategy. Both students and teachers appear to agree in terms of Ideal L2 self in creating an image of themselves in the future related to academic achievement, further study and professional achievement. A small point of interest within these goals is that students who talked about Ideal L2 self mentioned how they envisaged themselves speaking and interacting with other L2 speakers in the future.

6.2.2.2. L2 related values

- *Teachers*

Two aspects of L2 related values are drawn from the analysis of the teacher interviews, namely instrumental L2 values and integrative L2 values. In relation to L2 instrumental values, two teachers who worked at a government university stated that they reminded students of the practical benefits of the L2 especially to get a job or to complete their postgraduate studies. Teacher B focused on the importance of reminding the students about other students who have completed a scholarship in another country and will return to Saudi Arabia to seek jobs, creating more competition for the better jobs, particularly if they do not have an L2:

Particularly because of the sponsored students nowadays, the job market will become selective. Therefore, we must give them [students] an idea about that. When she learns English, it will be a bonus for her, regardless of her university degree. Her chances may be better than an engineer who does not speak English. The most important thing is that she speaks English. (*Teacher B: r91, TI-C2*)

Teacher A asserted that students are motivated to learn English for these practical reasons:

Most of the students are motivated for practical reasons, to get a job or to continue studying and complete their studying. (*Teacher A: r37, TI-C2*)

Teacher A also pointed to some contextual reasons, including work and travel, which might highlight the instrumental values of L2:

In fact, in these past two years, I feel that students are motivated to learn English. They are more aware of the importance of the language. In particular, nowadays, there are more people applying for scholarships and study abroad, and more people travelling in the holidays. A member of many families, now, studies in America, Canada, or Britain. Nowadays, families travel to visit their son or daughter in the summer. This gives them the sense of needing the language, if they do not need it in their studies, they will need it to communicate with people. Students are exposed more to the language; therefore, they feel they need the language, and this is a positive thing. (*Teacher A: r27, TI-C2*)

There is a sense now in Saudi Arabia that people are travelling more than in the past, and so the need for English is increasing at the same rate because English is a medium of communication in most countries. As for L2 integrative values, two teachers believed that it is motivating for students to explore the L2 culture. Teacher B thought that students would be close to the language if they were exposed to the L2 culture. Teacher D agreed that she needed to introduce the L2 culture to students, but she also pointed out that, nowadays, students can explore the L2 culture by themselves so the role of the teacher is less important. She said:

Now students are more exposed to other cultures through television, and the internet. Nowadays, the teacher does not have a key role in introducing L2 cultures. On the contrary, students might know more than the teacher about the L2 culture...as they have different ways of exploring it. (*Teacher D: r137, TI-C2*)

Teacher B talked about the ways she used to introduce L2 culture, such as incorporating newspapers into classroom activities and presenting some movies in the class:

I looked for animations or movies which are related to the unit, for example, Sherlock Holmes. I remember we studied global warming, so we watched Ice Age, and they studied the animal names. We watched the film and they acted out some scenes. (*Teacher B: r74, TI-C2*)

Here, although the teacher is using authentic material its use might not be considered truly authentic, as its purpose is to teach certain vocabulary related to the curriculum rather than something relevant to their everyday lives.

To summarise, teachers believe that L2 related values are essential motivational strategies that focus on the instrumental and integrative values of the L2. The key message from the teachers in terms of L2 values are that they cover a wide strategies relating to current needs, future needs and for both career and jobs as well as travel and socialising. They tend to lean towards the importance of the instrumental values, which is to be expected, as the teachers will be more focussed on student achievements and results which are likely to be monitored and assessed.

- *Students*

As for the students, they also talked about motivational strategies related to L2 related values, including instrumental and integrative values. All the students talked strongly about their need for English for instrumental reasons, which included getting a job and communicating with people when travelling. Student E talked about the benefits of a L2 for professional reasons as a motivating factor because speaking a L2 would be an essential requirement when applying for a job and that she personally knew people who had been unable to find a job due to their lack of L2. She stated:

This motivates us, in fact, now, all jobs require English. You cannot apply for any job...Even if you do not study English at university, you have to study English before you apply for a job...There are many examples, I have family members who spent a year searching for a job because they did not have an English qualification. So, if we study English before graduating from university, it is better than studying it after graduation, and before applying for a job. (*Student E: r101, ST-C2*)

All the students emphasised the importance of the L2 when travelling. Student C also mentioned the possibilities of studying abroad:

It [English] is very important for travelling! Honestly, all my family likes to learn English, it is important for travelling. We need English for everything. We need English for studying if I want to study abroad. In my family, my dad and I speak English...this is very important for us when travelling abroad, it makes our life easier. (*Student C: r12, ST-C2*)

Student F talked about the benefits of the teacher reminding students of L2 instrumental reasons:

Because if I know the importance of something, I will do it. To get a job, you must have an English qualification. If I know the practical benefits of English, I will enjoy learning it more. (*Student F: r135, ST-C2*)

Students also talked about other instrumental reasons that did not relate to their future career or their academic achievements. Students E and F talked about reasons such as accessing particular books and websites where the topic or content is interesting for the students and which is written in the L2 and thus increases their motivation to learn it in order to browse the internet, communicate with L2 speakers and read English books. They stated:

[English is] not only for studying, but if you want to browse the internet...or you want to talk to someone abroad. (*Student E: r80, ST-C2*)

When we go camping abroad, we need English to communicate with other people. I also read books in English, most of my books are about make up, but they are all in English. (*Student F: r128, ST-C2*)

Student C talked a lot about motivation that arises from not being able to participate in the same discussions and activities as peers due to having a limited L2:

When everybody surrounding her speaks English and she cannot, honestly, this is what motivates most students now. That is, when she travels, she cannot speak English; and in the restaurant, she cannot speak English. Even when we talk to each other, we uses a lot of English words, the pictures we see, and all the things are in English. If a student does not speak English, she will try to learn to be like us. (*Student C: r28, ST-C2*)

As for L2 integrative values, students talked mainly about the ways in which teachers could introduce L2 cultures into the classroom. Student F talked about introducing authentic materials such as pictures, newspapers, and songs:

The teacher might introduce the L2 culture by using pictures or doing a role-play. Sometimes, she should bring a newspaper or a part of the newspaper which talk about L2 cultures...The teacher can play songs. (*Student F: r140, ST-C2*)

She mentioned the benefit of the teacher sharing information about authentic L2 materials that she would otherwise not have had access to, she said:

She told us that in the morning there is an American radio channel you can turn on and listen to. I never knew about this channel, and after she told me, I found it is really there. (*Student C: r38, ST-C2*)

It would appear from the previous quotes made by the two students that their views of authentic materials are around exploring the L2 culture rather than learning.

All the students talk about the motivating factors involved in L2 values. They cover a number of areas of L2 values that relate to academic achievement and professional goals and to more social interactions such as travel, communicating with L2 speakers and exposure to L2 authentic materials and culture such as using the internet and watching TV.

- *Summary of the theme 'L2 related values':*

The teachers and the students consider L2 values to be an important motivating factor and many of their views overlap, in particular in relation to their view about instrumental values which relate to professional and academic motivators such as jobs, further study and scholarships and they also both mention travel. The areas in which differences appear to emerge are when the students speak about their motivations for learning English which reflect their personal interests and being exposed to L2 culture such as using the internet, reading books, communicating with L2 speakers on a social level and even communicating within their own social groups, even though their first language is Arabic.

6.2.2.3. Goals

- *Teachers*

Teachers talked about the importance of goals as a motivating teaching strategy. Teacher A and D stated why they believe that setting goals is motivational teaching practice and ensures the students' progression. Teacher A said:

The student should know why she is studying this course. If she does not set her own goals, she cannot progress on this course. In the class, the students face some difficulties, pressures, and tests, and if they are not motivated to achieve their goals, they cannot deal with these study pressures. (*Teacher A: r38, TI-C2*)

Teacher D agreed with this and stated:

Because if they know their goals, they will know why they are studying, and why they are doing this. It is important to identify our own goals in life. (*Teacher D: r138, TI-C2*)

Teacher A stated that teachers should encourage the students to think about what they want to achieve at the very beginning of the course. Teacher D expanded on this and explained some techniques she used and how teachers could set learner goals which could be recorded for future reference allowing students to see their progress:

I think, in the class, the teacher should ask students what they want, what they expect, what their aims are for the year, because if they do not know what they want, they will get lost. Therefore, it is important to motivate them. We should ask them to write down their weaknesses, and their strengths in order to motivate them. By the end of the year, they would achieve more. (*Teacher D: r138, TI-C2*)

Teacher A indicated that she also explains to her students that they might face difficulties along the way which they would not be able to overcome if they do not have their goals in place. In addition, Teacher A explained the students' different reactions to setting goals, particularly in terms of those who felt responsible for their goals and their future:

There are some students who take this issue [setting goals] into consideration and there are some students who do not care. Some students feel responsible. Especially because they have just moved from secondary school to university, it is a new stage and they feel that they are now responsible for their future. (*Teacher A: r38, T1-C2*)

Teacher B took another view when talking about setting goals and she indicated the difficulty for the teacher to set goals for all the students in the class because of their different needs and expectations:

I think that students' goals vary, some students aim to improve reading because they have problems reading. I feel that we cannot generalise goals, but I can tell them to identify their weaknesses and if they have reading difficulties, I will tell them to read a lot at home so that they can read correctly in class. If they do not comprehend grammar, I will tell them to try to read the rules at home, so in the class they can find it easier. I feel their goals are different. (*Teacher B: r93, T1-C2*)

It seems here that the teacher considers goals to be very much related to students' weaknesses in the language itself and areas for improvement, rather than more general goals the students may have about their future or their intrinsic motivation for learning.

As has been seen, all the teachers talked about goal setting although one teacher had a somewhat different view. The teachers show they believe in setting goals as a positive strategy to help the students achieve in terms of L2 learning. However, it is unclear whether goals mean the same to all the teachers as one teacher seems to equate goals only to areas for improvement based on weaknesses, which is only one small area.

- *Students*

Students mentioned the theme of 'Goals', but did not talk about it extensively. Student F pointed out that students did not usually have goals before studying at university. She suggested that the university should offer secondary school students more information about the department and language which may help them to think about their goals:

Before studying at university, students do not have a clear view of their goals relating to their future university department, and whether their subject is taught in English or not. Universities should do an induction programme in the secondary schools to introduce students to the different university departments and the language of instruction in each department. (*Student F: r141, ST-C2*)

Student E and C reported that setting goals is the role of the student rather than the teacher which also suggests a belief in learner autonomy. This seems to contrast with the students' general beliefs about learner autonomy that will be examined later. Student E said:

[Goal setting] is not the role of the teacher but the role of the student herself. She should set her goals, what she wants to be, and why she is learning English. (*Student E: r103, ST-C2*)

As can be noted, all the students talk briefly about goal setting but in a very general way. They do not mention the benefits of goals. Instead, they suggested that universities could provide course information to secondary school students. In such a way, students should set their own personalised goals without the need for help from the teacher, suggesting a belief in learner autonomy.

- *Summary of the themes 'Goals'*

As has been seen, the teachers give much more importance to the motivating aspects of goal setting than the students did. However, two of the teachers appear to believe that their role is to encourage the students to set their own goals, whereas students do not believe this is necessary. This suggests the teachers believe students need to have more of an active role in goal setting than the students who prefer autonomy. It may also be that based on experience, the teachers have seen that without their guidance, the students may not set goals and so this motivational strategy would be wasted. Teachers also talked in great detail about how goal setting motivates students to succeed and allows them to overcome difficulties which they may face along the way, whereas the students did not address these benefits at all. It could be that based on their experience, they feel they have more insight into future problems that the students may face and how these can be overcome. The students might feel less motivated by goals because the goals that the teachers are setting may relate to academic achievement, which is perhaps less appealing to the students than social goals such as the ability to communicate with native speakers while travelling or using

social media. It is possible that the student who talked about personalising goals could have been referring to such goals though it is unclear, as more information was not provided.

6.2.3. *Maintaining and protecting motivation*

6.2.3.1. Task

- *Teachers*

Teachers appear to believe that using some strategies related to tasks used in L2 classes was motivating for their students. One of the main factors, indicated by the teachers, is breaking the routine through varying the student arrangement for tasks and changing the classroom environment. They also talked about using games for a variety of reasons.

Teacher A stated that teachers could sustain their students' motivation by using different student arrangements to do the tasks as it breaks up the class routine. She suggested that teachers should ask students to do some tasks individually, in pairs or in groups. This links to cooperative learning and motivation as tasks which involve cooperation can help learning, as students will need to work at the same pace, encourage each other and share ideas and knowledge with others in the group. She said:

When we break up the routine in the class, the students become more motivated and they cooperate to do their work. Using different forms of presentation to present tasks is important in the classroom. The

teacher should set up tasks to be done individually, in pairs, or in groups...We should use a variety of task presentations to maintain students' motivation. (*Teacher A: r41, TI-C2*)

Teacher D agreed with teacher A about the use of various types of student arrangement (individual, pairs, groups) to motivate students, but she added that her choice of the arrangement for the task depends on the task itself:

This depends on the type of task, and the goal of the task. The task could be to motivate weak students, and to make them feel that they are able to do it; or sometimes I like to give all the students the chance to participate individually. (*Teacher D: r129, TI-C2*)

Teacher B and D also indicated that they break up the routine of the class by changing the environment, for instance having lessons outside the classroom such as in the library, in the university yard, or by going on trips. These classes would usually involve different type of tasks than the tasks completed in the classroom. Teacher D talked about having lessons in the library or going on trips which will involve a change in the usual tasks to break the routine of the class:

Sometimes I give the lesson in the library or on a trip if it is possible. I mean that we try to change the atmosphere of the class and sometime we go on trips. (*Teacher D: r131, TI-C2*)

In addition to breaking up the class routine, all the teachers talked about using games and fun activities to make their class enjoyable and thus more motivational for their students. Teacher A indicated the need to use games in long classes to energise students:

I use icebreakers and games to energise them. Their motivation decreases because of the quantity of work in the class. The students

are in classes from 8 a.m. to 3 p.m. which is exhausting. So, during the class, we must energise students by using games. (*Teacher A: r29, TI-C2*)

The teachers also talked about how using games motivates their students. They stated that games motivate students because it raises their sense of competition, breaks up the routine and makes tasks easier to understand. They said:

I can see that they are motivated while playing the game, they tell each other that they have to win. (*Teacher D: r131, TI-C2*)

By using these games...we [teachers] break up the routine of the book. There is also a competition between them, so they become motivated. (*Teacher A: r31, TI-C2*)

Some tasks must be presented in a special way to make them easy to understand, such as games. They might understand some tasks in this form [games] more than they would through explanation. (*Teacher B: r95, TI-C2*)

As mentioned earlier, cooperative learning can benefit students but so can competition. With competition, students are pushed to succeed and beat the other students, encouraging them to focus. Using both cooperative learning and competition in the classroom are useful to help motivate students by offering variety and also appeal to different personality types.

All the teachers perceive that strategies related to delivering tasks in the L2 classroom are motivational for their student motivation. This suggests that they are aware that the content of the classes requires change and a fun element to motivate the students though the view of how to do this is limited to using games. The use of games appears to be related to understanding the task and a learning outcome rather than the task content itself.

- *Students*

As for students, they appear to also believe in the motivational effects of using strategies related to tasks used in the L2 class. They mainly spoke about three teaching practices: presenting tasks in different ways to break up the classroom routine, including tasks and topics relating to their everyday life and involving students in the class to encourage speaking and interaction.

All the students interviewed talked about using different tasks and using different presentation styles to break the routine of the class:

Breaking up the routine of the class is important. If the class always follows the same presentation format, this will be boring. If the teacher uses different forms of presentation, this will be better. (*Student C: r41, ST-C2*)

Student E stated that because they have long classes, teachers should present different tasks:

The English lessons last for one hour or two hours, so the teacher should present different tasks. For example, in the middle of the class, she can give us a question to answer or to think about. This will motivate us. The student who is sleeping will wake up. (*Student E: r92, ST-C2*)

Student C added that teachers should relate tasks to students' everyday lives suggesting that the English they learn should be useful not only for academic purposes within the classroom, but also for social interactions that they may have outside the classroom. She said:

During the class, she should, like, for example, yesterday we study about 'to do' and 'to buy', to write a list for 'to do' and 'to buy'. The teacher asked the students to write about themselves, to write a list. I actually, I wrote a list about the things I want to do and the things I want to buy, and then she choose one student to write her list on the whiteboard. This was very useful, and at home, I started writing my lists in English. (*Student C: r34, ST-C2*)

Another strategy suggested by students which related to tasks was involving students in the class by discussing social topics and by giving all the students an equal chance to participate in the class. Student C stated that teachers should discuss social topics in the L2 classes, and then indicated to the need of involving students in the class by use discussion of social topics to encourage interaction:

When she speaks and discusses topics with us, she can discuss social topics...the most important thing is to have interaction in the class, not only to have a lesson and no more, and then just homework, I want something more. (*Student C: r16, ST-C2*)

It appears that in terms of interaction, it is important for students to feel part of a group with some shared beliefs and experiences. Interaction in the class not only helps with cognitive development, but also with motivation as the students want to learn and be involved in the class discussion. Using social topics, such as local news and issues, to assist with this interaction is useful as it relates to the students and is relevant which increases their interest and therefore their motivation.

She added that class interaction motivated her and she spoke about her own experience when she enrolled in a private L2 institution:

Interaction in the class about topics not related to the lesson motivates us. When I studied at Berlitz, I chose to enrol in the speaking classes, not in module classes. The teacher spoke with the five students in the class, and I like this way of teaching. (*Student C: r26, ST-C2*)

She also stated that class discussion and interaction would help her in L2 learning as she could use and extend this knowledge outside the classroom:

...but if we interact and speak we will speak about different topics...and then when I go home I can search online to find out more information about them (*Student C: r32, ST-C2*)

Student E pointed to another strategy relating to involving students in the L2 class. She talked about giving all students a fair chance to participate in the class which gives the students a chance to learn by speaking, listening and interacting in the class. This is also a useful motivational tool as the students want to be able to participate which requires the L2:

It is like giving students the chance to express their opinion, to say the meaning of the word, even if it is wrong...If the teacher ask a question, she should give a number of students a chance to participate and answer. For example, a teacher should not say 'if you know the answer, raise your hand'; she should let us all speak. (*Student E: r88, ST-C2*)

As has been seen, when talking about tasks, the students value a varied presentation style suggesting that their classes are repetitive and could be boring. The task content was also an important aspect for the students who state that the inclusion of useful and interesting topics for use both inside and outside the classroom are important to maintain their interest and to encourage participation. Participation also featured highly in the views of the students who appear to view the motivation factors of presenting a

task as the process of learning. This process of learning should allow students to interact, speak and participate in the class, regardless of the task outcome. In short, we can see that the students will not feel motivated by breaking up the routine only, but also need to be inspired by relevant topics and fully involved in the class.

- *Summary of the theme 'Task'*

Both the teachers and the students believe strategies related to tasks have a key role in motivating students. They appear to agree on the importance of breaking up the routine to prevent boredom and maintain student interest, although it seems that for the teacher the breaking of the routine is done so in order to achieve learning outcomes. The result of this scale may also suggest an area of mismatch in the views of teachers and students about the motivating factors of using tasks. Students go into more detail about how the tasks and their content can be motivating. In their views, tasks should involve relevant topics to their everyday life, interaction, participation, discussion and involvement. It can be seen here that the students give much more importance to the social aspects surrounding language learning.

6.2.3.2. Learner autonomy

- *Teachers*

All teachers believed that strategies which promote learner autonomy are motivational teaching practices although they mainly focused on two aspects of learner autonomy which are encouraging self-study and the use of information and communications technologies (ICT) in language learning. Teacher A talked about her beliefs that

students should learn independently to progress in L2 learning and that the teacher role is mainly a guide to show students the effective ways of L2 learning:

We encourage them to learn by themselves, and this is important. We always tell them that English can be learned by self-study, and the English teacher should be a guide who directs students to study or learn English, or to the best ways to follow. However, in the end, it depends on the students. If the students do not study hard to learn a language, they cannot improve...We help them by telling them the ways that they can use for self-study. (*Teacher A: r40, T1-C2*)

Both teachers A and D spoke about guiding students to websites that help students in L2 learning such as YouTube and English learning specialised websites. Teacher D also expressed her beliefs that students should take advantage of the availability of these websites rather than depending on their teacher who is only available for a 'specific time':

They can use YouTube, if I want them to practice listening and I can ask them to summarise what they listened to. There are many websites. For example, there are websites for grammar practice, listening practice and writing practice. It is important that they know about these websites. There are websites to improve spelling, all these things are available...The students should know that if they want to improve they have to learn by themselves, because the teacher will teach you in a specific time. If they want to progress, they have to practice on these websites. (*Teacher D: r139, T1-C2*)

Teacher A asserted that learning independently and using ICT motivated students, as they would have more chance to practise the L2 and to be exposed to it. She said:

This motivates them because this give them the chance to practise more, because learning a language needs as much exposure as you can and as much practice as you can. If there is neither exposure nor practice, they will not improve. (*Teacher A: r40, TI-C2*)

From this quote, while Teacher A is talking about the use of ICT, she seems to be referring more to the idea of constant improvement by practice rather than just the motivational power of ICT itself.

All the teachers talked about the availability of resources and the benefits to the students of autonomous learning with guidance from the teacher. However, they believed that there might be a lack of motivation for students to do this. Teacher B felt that students do not like to learn independently and they prefer receiving the information from their teacher:

But I do not think students do this, they do not like to depend on themselves to learn English. They like to receive teaching from the teacher and then they will study. (*Teacher B: r94, TI-C2*)

Teacher D agreed partially with teacher B, and she indicated that some students were not motivated to learn independently. She, therefore, suggested that teachers should include promoting learner autonomy strategies as part of the curriculum and students should be graded on their self- study:

If the teacher includes this approach as part of the curriculum, they [students] will do it, because eventually the most important thing for them is grades. Then they will get used to learning by themselves...some students are motivated to learn by themselves, some are not. (*Teacher D: r139, TI-C2*)

Teacher A agreed with this and talked about including learner autonomy in the curriculum, and she added that teachers should monitor their students in order to promote self-study:

In the book we teach, we have exercises that they can do online...some of the online exercises are optional and some are not, and the teacher can monitor students' progress, for example who is working hard, what their scores are in the tasks. But they are evaluated on these kinds of tasks, as we aim to encourage them to study independently and recognise its importance. (*Teacher A: r40, T1-C2*)

All the teachers believe that strategies related to learner autonomy are important for their student motivation as they are aware of the limited time the students have in the classroom and with the teacher, and so their exposure to the L2 is limited. They express that without learner autonomy the students will not progress with their language. They talk about the availability of resources for autonomy, but their focus is on self-study and the use of ICT resources, suggesting an understanding of learner autonomy that focuses on self-study. This view would appear to be specifically related to academic outcomes and work that the students will do outside the classroom rather than allowing students to be involved in designing the curriculum, and including students in decision making about their learning process, which are approaches of promoting autonomous learning (Benson, 2001). Teachers discuss their role in encouraging autonomy by guiding the students to these resources which suggests that their view of autonomy is still traditional and teacher-led and also suggests that this is a relatively new concept to teachers in this context.

- *Students*

Students can be classified into two groups according to their beliefs about learner autonomy. Intermediate level students C and F stated that they believe that learner autonomy is a motivating factor, while beginner student E did not think that learner autonomy is motivating. However, although they said they believed in learner autonomy as being motivational, student C's comment, below, showed an understanding of learner autonomy which is controlled and guided by the teacher. She appears to believe that teachers should teach students the ways in which they can learn independently, stating:

She should tell us what to do, and we will do it. She should give us the keys so we can do it. (*Student C: r40, ST-C2*)

Student F agreed with Student C that the role of teachers is essential in promoting learner autonomy and she added that student learning style preferences vary in many different ways and teachers should consider this and introduce students to different ways of being autonomous learners:

The teacher should teach students ways or methods to improve their language independently, and they will do it...Everybody has preferences, so the teacher should teach us all the ways to be autonomous learners, and then the students will find out the way which they prefer and start doing it at home. There are many ways, for example, you can learn using YouTube...now you can even learn how to play the piano using YouTube. (*Student F: r142, ST-C2*)

Student C talked also about including learner autonomy in the teaching materials by asking students to read a book at home and then discuss the summary of the book in the class. Her view again shows that she does not have a broader understanding of

what learner autonomy could involve by suggesting it is optional whereas it is in fact just like homework set by the teacher, she said:

She [the teacher] can say 'read a book at home and then we will discuss it in the next class'...This is not like homework, it is optional, in this way they will like it. (*Student F: r142, ST-C2*)

As indicated earlier, student E took a different position towards learner autonomy. She stated that learning autonomously did not have a positive effect on her motivation. She also indicated that she might not learn independently even when the teacher told her to do so. She also gave a contradicting reason for not learning independently as she mentions that exposure to the L2 has become part of students' daily life; and therefore, the teacher does not need to tell her students to watch a movie or YouTube videos as they already do this. However, she did not talk about why she would not learn independently if the teacher told her to do so, she commented:

Even if a teacher told us to learn by ourselves, we might not do it, because it is part of our everyday life anyway. For example, we all now watch films... and we usually watch YouTube videos, so it is not necessary that our teacher tells us to do that. (*Student E: r104, ST-C2*)

Here, Student E suggests that it is not the teacher's role to encourage or direct autonomy though she does not mention whether using authentic materials in an undirected way is motivating or whether it is simply an everyday activity.

The qualitative results indicate some agreement and some division in the student beliefs about learner autonomy as a motivational teaching practice. Two students believe that autonomy is motivating, but the kind of autonomy they mention referred to outside the classroom. They also both seem to believe that it should be directed

and assessed by the teacher. The student who does not believe that autonomy should be teacher-led also viewed it as an activity for outside the classroom though it is unclear whether she believes that student-led autonomy is motivating or not. The students show here that their view of autonomy is rather underdeveloped as they see it as being teacher centred and directed. This might suggest that students in this context are still unfamiliar with what different approaches of autonomy could involve.

- *Summary of the theme 'Learner autonomy'*

Overall, the teachers and students indicate the importance of learner autonomy and include methods such as ICT resources and other programmes designed for L2 learning. They also all agree that learner autonomy is directed by the teacher (which does not need to be the case). These results suggest a limited understanding of the scope of learner autonomy by both groups, and this could be because this is a relatively new concept in Saudi Arabia. The teachers focus more on the idea of self-study, whereas students see autonomy as guided or optional homework showing that they are still more familiar with teacher-led learning, the most common teaching approach used in Saudi schools and universities. Both students and teachers show the same understanding of learner autonomy, notably as an outside the classroom activity, although there are many strategies which can be incorporated into the classroom such as involvement in the curriculum. This may indicate an undeveloped understanding of learner autonomy, although this is not necessarily the case. In the a later section, the theme of 'Barriers to using motivational strategies' will be considered and it will be possible to see that some teachers themselves have little autonomy over the class content, and so here perhaps they are encouraging autonomy by using strategies available to them.

6.2.3.3. Learner confidence

- *Teachers*

During the interviews, the teachers talked at length about different strategies that they use to promote the learner confidence of their students. These strategies can be grouped to three general teaching practices, which are accepting mistakes as a part of L2 learning, reducing student anxiety and encouraging students.

Teacher D pointed out that many students have low self-confidence and it is mainly because of previous experience that has affected their motivation in a negative way. She, then, added that teachers should focus on promoting the students learner confidence by using different strategies such as encouraging them, doing group work activities and offering rewards. She said:

Many students have low self-confidence and they suffer from that, this is because of their previous experiences. It mostly depends on her previous experience in the school before starting at the university... Regrettably, sometimes, teachers do not promote students' confidence...The teacher should promote students confidence by providing positive feedback and encouraging them, doing group work and giving rewards. These are all very important. (*Teacher D: r142, T1-C2*)

The quotation before is a clear example of the overlap between the themes discussed in this chapter. As mentioned earlier, these themes are interrelated, and it can be seen here that Teacher D thought that using different strategies belonging to different themes has a direct impact on student confidence.

As for the strategies used to promote learner confidence, Teacher A and B seem to believe that encouraging students to accept mistakes as a part of L2 learning increases learner confidence. Teacher A expressed that especially in the case of beginners, it is normal for them to make mistakes:

I tell level 1 and 2, from the first class, and I always repeat it that they must expect that they will make mistakes and that this is normal... At the beginning, I tell students that they must expect to make mistakes during learning and that if they do not make mistakes, they will not learn, and that mistakes need to be dealt with in a good way. (*Teacher A: r44, T1-C2*)

Teacher B agreed with teacher A and also gave information about the different ways she used to convince students to accept mistakes, for example as a positive part of learning, and as a result, students were encouraged to participate in the class:

I always told them that you can make mistakes...I have noticed that this makes a difference as students started to participate in the class. Before, students were afraid of making mistakes, but... I told them even if you are not sure whether you have the correct answer, participate in the class, as you might draw my attention to a good point. If you make a mistake and I correct it, this is better than making the mistakes in the test. In addition, when you make a mistake, I then know that you did not understand a specific point and I can explain it again in a different way. Also, other students are shy and do not want to raise their hands and participate, or ask the teacher to explain things in detail; so, when you make a mistake, you will help other students. (*Teacher B: r80, T1-C2*)

Teachers also discussed another strategy believed to increase learner confidence, namely reducing student anxiety when speaking in English such as in presentations

or during the speaking test. In the following two quotations, teacher B drew a picture of student anxiety during the speaking test and class presentations:

You know, in the speaking assessment some students feel dizzy because they are afraid. They shake during the test, so the speaking test is a problematic issue. *(Teacher B: r80, T1-C2)*

During presentations, yes some students are afraid, some cry, some collapse. *(Teacher B: r80, T1-C2)*

Teacher B then talked about the strategies she used to reduce the students' anxiety. She indicated to students that she was aware of the difficulty of speaking, and she would not expect her students to be perfect:

I tell them that speaking is the number one fear and death become second, and always remind them that they are not expected to be perfect. Basically, they are here to learn. *(Teacher B: r80, T1-C2)*

She also added that, in the speaking test, she told students that they would not lose grades for pronunciation and grammar mistakes for their first attempt, and that they only have to speak with confidence:

When I do the speaking test, I tell them I will not concentrate on the pronunciation mistakes and the grammar mistakes. And that they will lose marks, if they do not answer and if they are afraid and worried. This is at the beginning, and the second time I assess them, because I want them to relax in the first attempt. *(Teacher B: r82, T1-C2)*

She continued to include the benefits of using this confidence building technique and she stated that she has seen positive results:

Because if she is confident, she will listen to my question properly, and then answer it in a good way; but if she is worried, she will not

listen properly. In fact, this approach works with the students.
(*Teacher B: r82, TI-C2*)

Teacher D agreed with teacher B that anxiety when speaking is one of the challenges students faced. Then, she stated that she reduced students' anxiety in speaking gradually by doing the class presentation in groups then in pairs and finally individually. She then concluded that group work helps to increase student confidence, she said:

I think the big problem for some of the students is speaking. We can overcome this step by step. For example, at the beginning...if they have something like...a dialogue or presentation, they do the first presentation in a group, then they do the second presentation as a pair, and they do the third presentation individually...So, we should do this step by step so they do not find the individual work difficult...The group work helps to increase the self-confidence of the students. (*Teacher D: r133, TI-C2*)

As for the reasons of student anxiety when speaking in the L2, Teacher B provided two contextual reasons. Firstly, this was related to the use of smartphones which she felt affected how students communicate in their social life as they depend on texting more than speaking, thus having a direct effect on their L2 speaking:

This generation, they depend on texting, they do not even speak like we used to ...This generation, everyone lives in isolation, everyone in his/her room and every one texting, even the siblings in the same room text each other. (*Teacher B: r84, TI-C2*)

The second reason was their desire to have good grades causing students to be afraid of making mistakes and eventually being anxious while speaking in the L2:

They are afraid that they will lose grades, so I feel that they do not want to make mistakes because they do not want to lose marks, and

when they do the speaking [test] they are really tense. (*Teacher B: r82, T1-C2*)

The third motivational strategy teachers used to increase students' confidence is encouraging students. Teachers A and D talked about encouraging students by praising them, using words such as 'excellent'. Teacher A stated that students should be encouraged even for doing little things:

Encouraging students is also important. Even if they do a little thing...teachers must encourage their students. (*Teacher A: r44, T1-C2*)

Teacher D agreed and added that teachers should provide ongoing encouragement for their students in order to increase student confidence:

Through ongoing encouragement, and if the student does not work hard...we should not embarrass her in the class, but the most important thing is to increase their self-confidence, and encouraging them. (*Teacher D: r133, T1-C2*)

As can be seen from the results, the teachers place a great deal of importance on learner confidence as a motivating teaching practice. They focus on three main strategies, namely accepting mistakes, reducing anxiety and providing encouragement. Teacher D offers an explanation for the lack of confidence, both teachers A and B agree that increasing confidence has a positive effect and teacher B elaborates on how she motivates her students to accept mistakes as a part of the learning process. The teachers talk about reducing anxiety and building confidence for the student oral exams and presentations which are both graded, as well as academic goals. As for encouragement, two teachers talk about this strategy and they believe that encouragement should not only be offered to good students and for big

achievements. Encouragement, from the teachers' perspective should also be provided to less hardworking students and for small achievements as the main focus of teachers is on promoting student confidence in order to maintain their motivation to help students in their L2 learning.

- *Students*

The students also believed that teacher strategies relating to increasing learner confidence were motivating. Students C and E spoke about two strategies which teachers could use to promote their learner confidence, namely accepting mistakes and encouraging students.

Students C and E talked about their own experiences of their teachers telling them they can make mistakes which results in increased confidence. Student E added that some students had low confidence because they were afraid of making mistakes, and that if the teachers allowed students to make mistakes this would eventually increase their confidence. Student E stated:

When a student makes a mistake...there are teachers who say it is normal, and that it is good to make mistakes, so you know which mistakes you are making. This increases our confidence in learning, as although we make a mistake we realise it is not the wrong thing to do...If the teacher accepts that students can make mistakes, this will promote our confidence. There are students whose confidence is low, and they do not participate in the class, because they are afraid. If the teacher gives students a chance to make mistakes, this will increase their confidence. (*Student E: r107, ST-C2*)

Student C agreed and stated that accepting mistakes in the L2 classroom encourages students to be involved in the class:

There are other teachers who are amazing, who encourage us to talk and ask, and they say if you make a mistake it is ok, it will teach you the right thing. (*Student C: r26, ST-C2*)

Both Student C and E commented on encouragement as a motivational strategy. Student C spoke about encouragement in a more general way and she mentioned that it is important to provide students with encouragement. Student E was more specific as she indicated that praising students when participating in the class, even for small things would encourage them:

When a student provides a normal answer, the teacher responds with 'excellent'. She is trying to motivate her to participate in the class. (*Student E: r110, ST-C2*)

The main focus of the two students who commented on learner confidence as a motivational theme is on two strategies related to accepting the making of mistakes and providing encouragement. From the interviews, it appears that students believe that teachers' acceptance of mistakes and encouragement increases their confidence which results in motivating them to participate, interact and become involved in the class.

- *Summary of the theme 'Learner confidence'*

From the previous analysis, it can be seen that the theme of learner confidence is believed to be a motivational teaching practice by both teachers and students. Teachers speak in more detail about the importance of encouraging mistakes for the

learning process by sharing the benefits of making mistakes with the students in terms of improving their English level. The students, however, focus more on how allowing students to make mistakes helps them in a more social way as it increases their confidence to participate and involve in the class. It seems that participation and involvement in class are key indicators of learner confidence in this context which maintain the L2 motivations of students. As for reducing student anxiety when speaking, it is an area which was directly and clearly talked about by the teachers and relates to their academic achievement in orally assessed activity. This was not discussed by any of the students directly although there was some mention of being too afraid to speak in class. Perhaps students think that anxiety is their own personal problem and that the teachers cannot help to reduce it. It could also be that students are less aware of their anxiety, but from the teachers perspective it is more apparent. With regard to encouragement, both teachers and students seem to believe that it is a motivational strategy in the L2 classroom. However, the main area discussed was the use of praise words. It seems, therefore that praise is important for the students though encouragement can take many different forms none of which were mentioned by either group. For students, praising is important as it motivates them to participate and this again highlights the idea that participation is an indication of learner confidence. There appear to be clear differences behind the perceptions of teachers and students about the motivational factors of learner confidence. While teachers talk about building confidence in order to achieve academic goals, students refer to how feeling confident allows them to participate, be involved and interact in the class.

6.2.4. Encouraging positive self-evaluation

6.2.4.1. Recognise students' effort

- *Teachers*

The teachers talked about three motivational strategies to recognise students' efforts. These strategies are related to giving feedback, offering rewards, and giving ongoing assessments. As for giving feedback, the teachers expressed their concerns about giving the appropriate feedback for each situation and task. Teacher D indicated the need for offering feedback to students when participating in the class. Teacher B talked about the importance of feedback to help students improve and also about the different feedback types:

It can be verbally, a teacher can speak to a student about her academic progress. It can be written feedback for essays; for example, a teacher could advise students to focus on their weaknesses (*Teacher B: r100, TI-C2*).

Teachers A and D discussed the importance of face-to-face feedback. Teacher D emphasised the need for feedback to help a student to focus when they are not paying attention in class, and consequently not improving:

But sometimes...if there is a student who cannot improve or who lives in her own bubble, I need to warn her. I tell her that she should pay attention to some points. (*Teacher D: r145, TI-C2*)

Teacher A expressed that immediate face-to-face feedback is essential for writing tasks:

In writing, I allocate enough time in class to give students their individual feedback. (*Teacher A: r47, TI-C2*)

Teacher A went on to explain why it is important to give face-to-face feedback for the writing tasks:

I feel that face-to-face feedback is the best approach because the student understands their mistakes. When students take their feedback paper away, few will read it carefully and try to understand why they have made mistakes. Therefore, I think face-to-face feedback is better. (*Teacher A: r47, TI-C2*)

Teachers A and D also explained the techniques they used to give positive and negative feedback. They all agreed that they would give positive feedback in the class. At the same time, they discussed different strategies to give negative feedback. Teacher D talked about two strategies, firstly giving negative feedback outside the class and secondly discussing the negative feedback with the whole class without focussing on any specific individuals. Teacher D commented:

I do not give negative feedback in the class. Even if I need to give some negative feedback to the class, I give it to the whole class without the use of names. For example, after they do the presentation, I write down the positive and negative feedback, and after all the groups have done their presentation, I communicate it in a general way, the positive and negative feedback without mentioning names. (*Teacher D: r145, TI-C2*)

Teacher A agreed with teacher D about giving negative feedback to the whole class rather than individually and she indicated that by doing this the students were encouraged to make mistakes:

We talk about the sentences that are on the board in a general way, without indicating whose mistake it is. When we do this, the students feel more relaxed about making mistakes. (*Teacher A: r44, TI-C2*)

As for rewards, all the teachers believed that using rewards affected their student motivation in a positive way. Teacher D thought that using rewards is particularly effective for demotivated students. Teacher A commented that using rewards gives the students, in general, the feeling of success which motivated them:

They [rewards] are motivating because they feel they [students] succeed in something and take something. This motivates them.
(*Teacher A: r46, T1-C2*)

Then, teachers discussed different types of rewards used in the L2 classroom, including bonuses, sweets, chocolate and having a longer break time. Teacher B talked about the use of bonuses (the bonus is usually extra grades given for a students for achieving some tasks determined by the teacher) to motivate students and why offering bonuses can be motivational:

There should be bonuses for those who deserve them....I think using bonuses is a very good way, because without grades, students will not be motivated. When there are bonuses, even when some students are bored in the class, they will have to work hard. (*Teacher B: r88, T1-C2*)

Teachers A and B also indicated the appropriate time to use rewards. Teacher A indicated that she usually used rewards when she used a game in the class, notably for the winning team. Teacher B commented that rewards should be offered for challenging tasks and they should not be used regularly in order to retain their effectiveness. She said:

I think we should not use rewards for everything because they will lose their value...They [rewards] can be used for doing difficult assignments or if the student answers a difficult question for her level, in these cases they deserve rewards. (*Teacher B: r99, T1-C2*)

Performing ongoing assessment was discussed thoroughly by teacher B. She believed that students should be offered ongoing assessment throughout the period of studying. She indicated that this would have a very positive effect on students' L2 progress. She also talked about the way the assessments should be done. She thought that students should not only be assessed based on what they do in tests, which may not be a true representation of their abilities, but that their efforts and achievements in the classroom throughout the term should be recognised too. She said:

I feel the test is not the best way to assess students. I am always against that. I wish we could assess students by the progress they have made at the end of the modules. If she knows how to write better, if they have become better at reading...We should do continuous or ongoing assessment. More grades should be for ongoing assessment, and the test grades should be less. (*Teacher B: r88, T1-C2*)

She continued talking about her own experience of providing ongoing assessment:

In speaking, when I am responsible for the marks, I always tell the students clearly that for those who do not participate in the class, but provide answers in the tests, I will simply give them a mark based on their test performance. Whereas for those students who always participate and care about their learning, if during the speaking test they are worried or confused or make mistakes, I will take their previous efforts into account and be flexible with their marks. And that this is because throughout the module, they were always alert and participated in the class, but maybe because they were worried or had some unforeseen circumstances... their performance on that [test] day was not good. (*Teacher B: r88, T1-C2*)

Teacher B also talked about the rewarding experience she had when she recognised the progress of one of her students in writing:

I remember one student when I was teaching her writing, she did not know how to write two complete lines. At the end of the semester, she wrote a paragraph and after a while she wrote an essay. So, I saw and monitored her progress...this was really good. (*Teacher B: r76, TI-C2*)

With relation to recognising student effort, the teachers show an awareness of the feelings of the students and how providing negative feedback in front of their peers will affect them badly and discourage them from becoming involved and making mistakes in the classroom. Teachers' tend to favour giving rewards which can be much easier for the teacher than providing constructive and relevant feedback which may be more useful to the student. The last strategy believed to be motivational is providing ongoing assessment which was mentioned by only one of the teachers. As would be expected from the teachers, recognising students efforts is seen in terms of progress, achievement and grades. Feedback for the teachers seems to relate to mistakes made by the students and how they can improve on these for academic purposes.

- *Students*

Students also talked about strategies related to recognising their efforts, including giving feedback and offering rewards. As for giving feedback, students appeared to like receiving positive feedback, but they were worried about negative feedback. Starting with the positive feedback, all the students believed that teachers should offer them positive feedback during the class. Student C stated:

We want our teacher to give us positive feedback in the class. She can talk about the good things we did. If there is something she did not like, she should not mention it in the class. (*Student C: r46, ST-C2*)

Student C also linked positive feedback with encouragement which increases learner confidence. This is another example of the overlap between the themes discussed in this chapter, as recognising student efforts appeared to increase learner confidence.

Student C stated:

My teacher gives us homework and I do it and then I show it to her, and then she gives me positive feedback. She tells me that my writing is good in the first paragraph. It is important that the teacher encourages us and gives us positive feedback. (*Student C: r43, ST-C2*)

As mentioned earlier, students seemed worried about negative feedback, and all agreed that teachers should give negative feedback individually outside the classroom. They said:

If there is negative feedback, a teacher can speak to the student in private or individually. She might tell the student that she wants to speak with her after the class. (*Student E: r110, ST-C2*)

If we write something wrong, she can give us our feedback individually outside the classroom. (*Student F: r145, ST-C2*)

If someone did bad work, she [the teacher] should not give her the feedback in the class. Even if her work is not good, the teacher should give her positive feedback in the class, and then after the class, she [the teacher] can wait for the girl. She [the teacher] should not make her feel like it [the feedback] is a big deal by saying to the student I want to speak to you after the class. It should be about something that is not really important; for example, the teacher can say to the student 'after the class come to me I want to see your textbook', and then the teacher should say I like your approach but there is one point I want you to know. (*Student C: r46, ST-C2*)

Students provided some reasons for preferring to have the negative feedback individually and outside the classroom. Student F stated that receiving negative feedback in the class reduces her self-confidence and her major worry was that she did want to receive the negative feedback in front of her classmates:

The teacher should...give the students her feedback outside the class individually. I prefer this method because I do not trust myself, and I feel that all the students will look at me when she gives me her feedback. There are many students who do not like that [feedback in the class]. I am more relaxed when I receive face-to-face feedback because the other students are not listening. I do not like it when others know which mistakes I made. (*Student F: r147, ST-C2*)

Here, the focus of student F is on her own anxiety and the possibility of 'losing face' in front of her classmates, rather than the potential usefulness of highlighting mistakes which other class members may also make. It would seem that she views correction as a form of criticism rather than an opportunity to learn.

Student E indicated that receiving negative feedback in the class would affect students' participation in the class:

I do not agree with the teacher who gives a student negative feedback. If the student makes a mistake in the class, this will upset the student and they will not participate again. (*Student E: r110, ST-C2*)

Students C explained that receiving individual face-to-face feedback would show her how much her teacher cared about her progress and therefore she would work hard in order to meet her teacher's expectations:

In this way, I feel that my teacher cares about me and because of that, I will show her that I also care about her feedback, because she cares and gives me the feedback individually and in a good way. I will make more effort and work hard and follow her feedback in order to be one of the girls who is praised or receives positive feedback. (*Student C: r46, ST-C2*)

It is apparent that students prefer not to be corrected and if they need feedback that it should be given outside the classroom. This is not ideal as making mistakes is part of the learning process and correction at the time of the mistake is often the best way for this to be rectified. It would seem that the students desire not to be embarrassed in front of the class is much stronger than their desire to improve in the L2. It would seem that a change in the way correction and feedback is given and received would be useful to help the students understand and benefit from this correction, rather than feeling criticised or embarrassed by it.

As for rewards, students believed that using them is motivating. They mentioned several kinds of rewards including chocolate and bonuses, but they showed their preference was for the use of bonuses. Student C stated that using bonuses encouraged her to participate in the class:

It [a bonus] encourages us to participate and when we participate...if we do something good, we will get a bonus. It is important to participate. (*Student F: 148, ST-C2*)

Student C reported that she like bonuses because this would help her raise her grades which are her major concern:

The bonus is more motivating, because I want grades right now; I really need them because I want a good GPA [Grade Point Average]...I have to get a good mark. (*Student C: r45, ST-C2*)

Student C talked about a particular experience of being offered the chance to receive bonuses, showing how strong this can be as a motivational tool:

The teacher told us that there would be a bonus for the three best notebooks and that this was a competition. She offered three bonuses for the three best notebooks and I needed the bonus badly. I did not do anything at the beginning as I wanted to see what the other students would do and after that I would do mine. I wanted the bonus! Regrettably, I was not one of them [the three students who got the bonus]. However, this was really motivating. I tried hard to get it.
(*Student C: r45, ST-C2*)

Students believe that their efforts can be recognised by using two motivational strategies. The first is receiving feedback. The students show that they want feedback, both positive and negative, but that the positive feedback should be given in the classroom and the negative outside the classroom, away from their classmates. This relates to participation, a strong indicator of student motivation throughout this section. The students appear not to want to lose face and be embarrassed about their mistakes in front of the other class members. Earlier in the interviews, the teachers focus quite heavily on reducing student anxiety whereas the students did not mention this at all directly. It is interesting here that although they talk at length about reducing anxiety it would appear that their correction techniques add to, rather than reduce anxiety. Here, it can be seen that students' anxiety arises in relation to negative feedback given in front of the class. Another example of the interrelation across the themes in this chapter can be seen from the section relating to teacher behaviour as a motivating factor. The students feel that when teachers are considerate about how they give negative feedback, they show that they care, and therefore encourage students to work harder. Another factor for the students is recognising their efforts related to the use of rewards. The main focus here is that of bonuses showing that the greatest

incentive for students is receiving points to help them with their exam grades rather than other smaller incentives. As well as academic reasons, students talk about how important participation in the classroom is for them and how having their achievements recognised and not being criticised in the class will encourage this.

- *Summary of the theme 'Recognise students' effort'*

Both teachers and students believe that using some strategies which contribute to recognising student efforts are motivational teaching practices. One very strong similarity can be seen in the opinions of both the students and teachers in relation to giving feedback. Both are very sure that giving negative feedback in class is counterproductive. However, they believe it should be given; in fact both recognise the importance of feedback, both positive and negative, but that being given negative feedback in front of the class would increase student anxiety, decrease confidence and deter participation. The results show us that the teachers care about the students feelings and also that the students care about the teacher's feedback. The feedback itself is not an issue for either teachers or students, as the most important is the method of delivery. In terms of negative feedback, the teachers' focus tends to be on highlighting mistakes and how to improve on these in order to progress in their academic performance and grades. The students also agree with this, but mention a more social side to not receiving negative feedback in the classroom which might cause them anxiety and therefore reduce participation in the class.

In terms of their beliefs about giving rewards, the main difference is that the students focussed almost solely on the use of bonuses as an incentive. The teachers talked about a variety of rewards and when these should be awarded which shows their role

in planning and assessing. As expected, the student perspective is that the reward itself rather than what it was given for is the most important thing. In addition, the results show that student motivation is largely based on how they can achieve a higher grade.

As for ongoing assessment, only the teacher with less teaching experience mentions it. This could be explained by her role as a teacher and seeing students who perform badly in exams who do well throughout the term. Students do not talk about ongoing assessment as a motivational strategy, and this could be because they do not agree with its motivational role as it requires their efforts throughout the period of the study and not only in the exam periods. It is also possible that the more important element in the classroom is the actual learning process, which involves participation and interaction without the consideration of grades which will come later in the term. As can be seen, both teachers and students believe in the importance of strategies related to recognising student efforts. These strategies encourage students to positively evaluate their efforts and therefore promote their motivation.

6.2.5. The two emergent themes discussed by teachers only

6.2.5.1. The need for using motivational strategies

The teachers spoke more specifically about the need for motivational strategies in their own L2 teaching for their own students. They indicated three main reasons which highlighted the need for using motivational teaching practices in their L2 classes. These included the negative attitudes of some students towards learning English, the

differences between the L2 classes and other classes, and other academic pressures on students.

The teachers believed that the students' negative attitudes towards English arise from a variety of reasons including being forced to study English. Students with beginner level in English who have recently started studying at university have been required to learn English for one year. Therefore, as these students do not chose to study the L2, they lack the intrinsic motivation. Teachers A and B talked about this reason, highlighted the need to use motivational strategies in the L2 classroom to generate or promote the L2 motivation of students:

There is a difference between teaching EFL and teaching other subjects because some students, here, who come from secondary schools, study English against their will. It is not optional, they must do it. They have to study English and then they can start studying in their department. So, the students are under pressure, and we do not expect the same from them as we expect from students who choose to learn English. This kind of student is highly motivated because they are clear about the goals they want to achieve. But the students, in the preparatory year, are in a different situation. So, I do not expect them to be motivated, and the teacher should always help to motivate them. (*Teacher A: r43, T1-C2*)

Teacher D also indicated the need to use motivational strategies with demotivated students who only study at the university because their families force them to do so:

There are some students who come here only because their families told them to do so, because they do not have anything else to do. This group, we need to motivate and encourage and tell them that they can do it. Here, our job is more than just teaching. (*Teacher D: r127, T1-C2*)

Teacher A added that students had negative attitudes towards learning the L2 because of their past experiences, highlighting the need for using motivational strategies in the L2 classroom:

The students here have negative attitudes about the language from their previous experience in public education. With these accumulated experiences, they study English in the university. We [the teachers] need to make more effort to motivate students. Sometimes, we get confused about what strategies to use. (*Teacher A: r50, T1-C2*)

The second reason that teachers believe motivating strategies are needed in the L2 classroom related to the differences between the L2 class and the students' other classes. Teacher A talked about the need for using motivational strategies because of the active nature of L2 classes:

This is not a lecture, the students are not just sitting and listening to a lecture and writing some notes. Here, [in the language classrooms] we ask them to do activities most of the time, including completing exercises, reading and working in groups. Therefore, a pleasant classroom atmosphere is needed to help the students feel relaxed and happy in the class. (*Teacher A: r43, T1-C2*)

The third reason for which teachers believed motivational strategies were needed is related to the students' workload as it can cause pressure, boredom and exhaustion. Teachers A and B talked at length about the pressures on students from studying long hours and having a heavy workload. Teacher B felt that students thought of studying English as an extra burden because they are already overworked by studying other subjects:

I feel that they see the English subject as an additional burden, which makes their academic timetable busier. Why? Because the other

subject classes last only 50 minutes, an hour or two hours maximum, and they are not taught each day. However, English is taught daily. Some classes from 8 am to 10:50 am and other classes from 11am to 3:50 pm. They study English for three hours. For example, the students who do a placement test and are placed at level 4, they do not study English in the first semester and their timetable is empty. They only study the other subjects and go back home. The students start giving us [English teachers] the look that it is our fault their timetable is busier, and that it is we who makes them stay late. This affects their motivation, whoever the teacher is. (*Teacher B: r70, TI-C2*)

Teacher B continued to talk about long classes and other studying commitments and that this overwork creates boredom:

They have class from 11am to 4 pm I feel that they are bored. It is not like when they study for a short time. Even in their break time, from 12pm to 1pm, sometimes they revise for other subjects which they are studying in the preparatory year, such as Maths or Physics. So, in the break, they might revise, and then when they come back to class, they have not actually had a proper break. They feel that they have had enough. Because I teach the second classes session in the afternoon, I feel that they are bored. They even come and speak to me and ask me to finish the class early, but I cannot because I have to stick to my schedule. (*Teacher B: r70, TI-C2*)

Teacher A agreed that students' motivation decreases because of extra pressure:

Their motivation decreases because of the extra pressure in the class. The students are in class from 8am to 3pm. This is exhausting. So, during the class, we must energise them using games. (*Teacher A: r29, TI-C2*)

Teacher B indicated that students had other subjects to study not only English:

Especially, students who are in science majors, they are usually better at studying than the Arts students, but they study other scientific subjects such as Physics and Maths. They are unable to focus their full attention as they always have something else on their mind, and they want to go home to study. (*Teacher B: r70, T1-C2*)

From the analysis of this theme, it is clear that the teachers understand the need for increasing motivation in the L2 class and to use some strategies to do so. At the same time, they are aware of the factors which demotivate students. They show that this awareness comes from both attending courses and from their own everyday teaching experience. The teachers talked about the need for creating the basic motivating conditions by establishing a pleasant classroom environment, particularly due to the workload and the pressure of other subjects which cause students to be bored, tired and overworked. One teacher mentioned the use of games to overcome this here, but all the teachers have mentioned the importance of creating an enjoyable classroom environment by using games previously. The lack of intrinsic motivation caused by the fact that many students have not chosen to study English and are forced to either by the school or by their parents highlighted to the teachers the need to use motivational strategies in L2 classrooms to help generate the initial motivation of students. The teachers may not be able to promote the L2 intrinsic values of students, but can contribute to generate initial motivation by using strategies which promote L2 instrumental, L2 integrative values and Ideal L2 self.

6.2.5.2. Barriers to using motivational strategies

This theme is one of the emergent themes from the qualitative data which does not fit into the framework of L2 motivational teaching practices, but has major influences in the use of motivational strategies. Interviewees were not asked directly about the barriers for using motivational strategies. However, during the interviews, when teachers talked about the motivational strategies used in the L2 classroom, they pointed to some of the barriers that restricted their use of motivational teaching practices. These barriers related to the curriculum and their teaching responsibilities and to the number of students in the class.

In terms of the curriculum being a barrier to teachers using some motivational strategies, teachers A and B, who worked in a government university, stated that they did not choose the curriculum taught rather it was imposed on them, therefore restricting their ability to use motivational strategies based on what and how they teach and the time restraints. Teacher A stated that choosing the curriculum themselves is very important in terms of attracting students' attention, which is a strong motivational strategy:

If I could choose the teaching materials, this would be better, because I know the students, and because of this, I would include the materials that attract their attention. (*Teacher A: r19, T1-C2*)

She talked about the importance of designing the curriculum based on the students' needs rather than covering particular topics just because they are already in the curriculum:

This gives teachers a chance to be creative, and gives the teachers a chance to focus on the areas or the skills which students find difficult. (Teacher A: r17, TI-C2)

She continued to show her willingness to design her own curriculum:

This is better than having a fixed curriculum, in which I have to finish teaching unit one, then unit two, without considering what the students really need. So, it is better that EFL teachers have freedom when designing the curriculum. (Teacher A: r17, TI-C2)

Teacher B agreed with this and mentioned the fact that the lessons are taught with a focus on the goals of that particular lesson rather than the individual student needs:

We have a 'pacing guide', which includes the number of pages, and the topic that we need to teach. It also specifies the skills which we should teach the students in order to achieve the goals of the lesson. (Teacher B: r60, TI-C2)

Teacher B continued to include the barriers of workload and time restraints on using motivational strategies, stating that there is barely enough time to cover the curriculum:

As for me, the class is only long enough to teach what is outlined in the 'pacing guide', because we have a lot to teach in the curriculum. I teach three days a week from 11 am to 12 pm, then from 1 pm to 3:50 pm. ...During this time, I try hard to teach the required curriculum, I explain the lesson and move from skill to skill in the class. (Teacher B: r62, TI-C2)

Teacher B talked extensively about the negative effect of her considerable teaching responsibilities in her use of motivational strategies. She was aware of the advantages of using motivational strategies in the L2 classroom. She talked about the variety of

strategies and activities she has used in the past to motivate the students which, due to the pressures of delivering the curriculum, she can no longer use. She said:

'In the past, I used to motivate them, but now no...We are under pressures to complete the curriculum in six weeks. The book includes about twelve or 13 units, and we have two speaking assessments and two writing assessments, as well as mid-modules and final exams. All these things in six weeks. For this reason, there is no time! (*Teacher B: r74, T1-C2*)

She continued on the theme of time discussing the lesson length which is 'three continuous hours', and as she appeared to believe too long to keep the students motivated:

Even, sometimes, when we try to use games, they do not feel like playing or engaging in the activity. They feel like they just want to go home, because they know that whatever you do the class will be long. (*Teacher B: r76, T1-C2*)

The third barrier addressed by the teachers related to class size, in that the teachers felt the classes they had were too big. All the teachers stated that their classes were between 25 and 35 students and two of the teachers gave their ideal class size. Teacher B said that this was between ten and 15 and teacher D suggested 15 to 20 students. Teachers believed that the main problems, in terms of barriers to motivation arising from large classes, were possible student neglect and difficulties in giving feedback. Teacher B mentioned that those who are not interested in learning English usually suffer neglect:

There are some students who are not interested in learning English and there are some students who are interested. I, as a teacher,

sometimes, focus on the students who are interested, and neglect the others. *(Teacher B: r66, T1-C2)*

Teacher D, however, stated that those who need the most attention suffer neglect:

If you have a large number of students in the classroom, you might neglect some students, especially those whose level in English is low and need more help. *(Teacher D: r123, T1-C2)*

Teacher D gave other insights into the problems of large classes, which included control and cooperation:

In general, between 15 to 20 students is the best number for the language classroom because you can control the class. The students can cooperate and listen more; you can explain the lesson more. *(Teacher D: r123, T1-C2)*

Teacher B also stated how large classes meant that the teacher could not know the students as well as they should which is a strong motivating factor:

When we have low numbers of students in a class, we know students better, and their level. We can monitor their progress from the beginning of the semester to the end. *(Teacher B: r66, T1-C2)*

Teachers pointed out that giving feedback was the other motivational strategy which was restricted because of large classes. Teacher B said:

I would appreciate fewer students in the class, as this would be better. I prefer it if there are between ten to 15 students, because I can focus. In addition, in writing, it is too much to give feedback to 30 students. *(Teacher B: r66, T1-C2)*

She continued to explain that feedback in large classes was not only difficult, but also became boring:

But if I have many students in a class, I can barely cover the curriculum. Even giving feedback becomes a boring process.
(*Teacher B: r66, T1-C2*)

From the analysis of the qualitative data, it can be seen that the teachers are aware of a variety of motivational strategies; however, they strongly believe that there are barriers to implementing these strategies. The main barriers are the curriculum and class size. These two barriers affect all four dimensions of motivational teaching practice in the L2 classroom, namely creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation. In relation to creating the basic motivational conditions, the main area which is influenced is that of teacher behaviour. The teachers indicate that because of large class sizes, it is much more difficult for them to become acquainted with all their students and some of them may suffer neglect. As for generating initial motivation, according to the teachers, this dimension is affected in a negative way due to the constraints of the curriculum. To generate initial motivation, goal setting is key. However, teachers B and D state that the curriculum is focussed on goals in terms of time and lesson objectives rather than individual student needs.

With relation to maintaining and protecting motivation, it is also negatively affected due to the constraints of the curriculum. The teachers seem to feel that they are unable to introduce activities such as games and using attractive materials to help to create an enjoyable learning atmosphere due to the time constraints created by having to cover the curriculum. Teacher D believed that the large class sizes have a negative impact

on cooperation and interaction which were motivational strategies suggested by teachers and students when speaking about the Task theme. Finally, the area of encouraging positive self- motivation is addressed by teacher B when she stated that teaching large classes means that she is unable to give effective feedback to all the students and that only with smaller classes would she be able to assess and recognise their ongoing progress in the L2.

6.3. Conclusion

In this chapter, the interpretation of the qualitative data of all the participants is presented. The main findings from this data are that both the teachers and the students recognise the motivating potential of all the examined scales to a higher or lesser degree. Many similarities in terms of their perception related to specific motivational themes have emerged. Two examples of these are the need for the teacher to care about and show an interest in her students, and the importance of feedback, in particular the care needed when addressing the topic of negative feedback. Similarities in the underlying beliefs behind motivation have arisen too, in particular in relation to instrumental values and the motivating nature of L2 learning for future academic and professional success. It is useful to note here that even with the similarities there are different levels of agreement, usually with one party agreeing more strongly than the other.

However, differences appear in the views of both participants in terms of the motivational power of some themes. For example, in the scale of L2 related values, students spoke about their future instrumental goals, as well as, other social goals which could be of interest in learning the L2 such as using English for communication

and when travelling abroad. Another example of such a difference appears in the theme of 'task'. Task content that promotes interaction and participation appears more motivating for students, compared to games, which are believed to motivate students more from the viewpoint of the teacher. In other instances, the strategies themselves appear to be an area of agreement, but when the participant responses are studied more closely, the drivers behind the use of such strategies, which usually represent their underlying beliefs, are different. In general, these appear to relate to outcomes and process. Two clear examples of this can be seen in the theme of 'Learner group' where group mixing appears to be important for both students and teachers. For the teachers, the mixing of the groups is only addressed in terms of level, indicating a learning goal so the stronger students can help the weaker ones. For one of the students, level is not explicitly mentioned and it is suggested mixing should be done to both allow the students to get to know each other and to support each other. Teacher behaviour is another scale where the strategies appear to be similar in terms of agreement; however, in general the teachers lean towards the outcomes being achievement based compared to a more social and interactive motivator for the students involving feeling relaxed and enjoying the class in order to participate fully.

Having examined all quantitative and qualitative data in Chapters 5 and 6, the main findings relating to the perceptions of both teachers and students about motivational strategies and how they understand L2 motivation have emerged. As has been previously stated, there are some similarities between the views of the participants, but also clear differences are apparent. In the following chapter, the main findings of both qualitative and quantitative data are integrated and discussed.

Chapter 7. Discussion

7.1. Introduction

This chapter presents a holistic discussion of the main findings of both the quantitative and qualitative data, which neither statistical nor thematic analysis would have facilitated separately. The first part of the chapter provides an overview of participant views about motivational strategies. Then, it discusses the EFL students' perceptions about motivational strategies, which is followed by a discussion of EFL teachers' views. After that, the participant views will be summarised.

7.2. Teacher and student perceptions of motivational strategies

The findings show that both teachers and students are in strong agreement in terms of the teacher role in motivating students. Teachers appear to value their role in motivating their students, and students also perceive this role to be significant in motivating them in the L2 classroom. The role of the teachers in motivating their students is documented extensively in the literature (e.g., Brophy, 2004; Chamber, 1999; Dörnyei, 2001a). Other studies have shown the positive relationship between the teachers' use of motivational strategies and enhancing student motivation (e.g., Guilloteaux & Dörnyei, 2008; Moskovsky et al., 2013).

Although both teachers and students value the role of the teacher in motivating students, on closer inspection of the data, differences in their beliefs appear. These differences are in terms of the significance the participants place on a particular strategy in terms of how strongly they agree with that strategy compared with a

different strategy on the same scale. Such differences point to teachers and students understanding of L2 motivation, and the strategies which could contribute to it.

In the following sections, the findings which show the differences between teacher and student perceptions towards motivational strategies will be discussed.

7.2.1. Student perceptions about motivational strategies

One of the findings of this study is that the students' views about motivational strategies reflect their underlying beliefs about motivation and that these beliefs are set within a social perspective on language learning. Their motivation seems to be influenced, in the main, by social processes of learning. The social outcomes of learning also seem to affect their motivation in a positive way. In the quantitative data, students tend to express more agreement with motivational strategies which relate to the social aspects of learning, and those which promote participation, interaction, involvement, as well as use of the L2 to communicate with L2 speakers. The qualitative data also shows that the students often associate the use of motivational strategies with social outcomes and frequently use words such as 'involve', 'interaction' and 'participate' when talking about their experience and feelings.

Students agreed strongly with the examined scales in terms of being motivational, but their reasons behind these beliefs differ from those of the teachers. For example, students highly regard the motivational strategies which relate to creating a pleasant classroom and promoting their confidence. This appears to be because such strategies allow them to feel more included, and to participate and interact in the class, which eventually promotes their L2 motivation. They also appreciate the effect of

teacher behaviour on their motivation in terms of the interaction they have in the class, and on their enjoyment and mood within the class. This relates to whether the students simply want to be in the class or not, regardless of any learning purpose, which are all social and personal motivations based in the present moment. Students are also more motivated by receiving greater recognition for their present successes, rather than being given feedback about how to improve in the future, and they show and explain how this will encourage them to engage more fully in classroom activities, which motivates them more. These activities should be useful to the students in their daily lives and involve social topics which are relevant to them in order to sustain their engagement in the class, and encourage them to interact and participate.

These findings indicate that students recognise the role their learning experience in class plays in motivating them, and the use of motivational strategies which relate to this area. This is consistent with a number of previous studies which found that L2 learning experience is one of the strongest motivators for L2 students (e.g., Csizér & Kormos, 2009; Islam et al., 2013; Lamb, 2012; Papi, 2010). Learning experience has been acknowledged, since the early theories of L2 motivation, as one of the factors contributing to L2 motivation in a variety of different ways. For example, it is conceptualised as 'attitudes to the learning experience' in Gardner's (1985) socio-educational model; as 'learning situation level' in Dörnyei's (1994) framework of L2 motivation; as 'external factors' in Williams and Burden's (1997) model of L2 motivation; and as 'L2 learning experience' in Dörnyei's (2005) theory of L2 motivation - the L2 Motivational Self System- which is adopted in this study.

A possible explanation for these results in terms of student beliefs is that learner motivation stems from the L2 learning experience itself rather than internal or external

reasons or future outcomes. Dörnyei (2009, p.29) suggests that ‘for some language learners the initial motivation to learn a language does not come from internally or externally generated self images, but rather from successful engagement with the actual language learning process’.

However, Dörnyei’s (2005, 2009) conceptualisation of the role of each component in his the L2 Motivational Self System is not clear. In terms of L2 learning experience, it is not clear if it should be viewed as a separate motive or as a process which empowers the future self-images. Dörnyei (2005, 2009) seems to favour the second view. This belief could affect the learning process which may be compromised if it is only being viewed in terms of reaching a specific goal. The result of this study appears to support the role of ‘L2 learning experience’ as a motivator without consideration of the outcomes, rather than Dörnyei’s (2009) suggestion that the process ‘hopefully’ will support the outcomes (Ideal L2 self and Ought-to L2 self). This result, therefore, is more aligned with Ushioda’s (1996a, 2001) findings that for some learners, L2 motivation comes from enjoyment and a positive learning experience.

In terms of the learning experience, this study shows that the students want their experience to be social in nature and related to promoting interaction, participation, engagement and using relevant tasks. These findings are supported by previous research which highlights the importance of the social aspects of learning, including interaction and using relevant tasks, in the classroom to motivate students (Anderman & Anderman, 2010; Chambers, 1999). Social interaction in the classroom plays a role in allowing students to demonstrate their competence in L2 and this experience of achievement is one of the foundations of motivation (Deci & Ryan, 1985; Ryan & Deci, 2000). Another way of viewing these findings is that it might indicate that student

motivation could be better understood by the integration of context and motivation, in which motivation is conceptualised 'in terms of active participation and engagement in learning activities' (Turner & Meyer, 2000, p.5). As indicated in the literature review, this refers to the situative, socio-cultural perspective of the relationship between context and motivation (Järvelä, 2001).

Another salient finding shows that although students acknowledge the importance of academic and professional outcomes for their motivation, students' perceptions about motivational strategies are more strongly framed in terms of their future social outcomes. These students seem to have a balanced view of future outcomes, but they tend to lean towards the social outcomes, such as the use of the L2 when travelling abroad, the use of the L2 to communicate with L2 speakers, to use the internet and to read books written in English. They even mention the benefit of using English within their social groups where Arabic is the first language. The benefits of L2 acquisition for the students are much more rooted in the social sphere. This could be considered an instrumental reason for L2 learning, an idea supported by some studies which examine the motivation of students in Saudi Arabia (Al-Shammary, 1984; Moskovsky & Alrabai, 2009). These studies indicate that Saudi students are instrumentally motivated for L2 learning. However, the students' motives for learning English in this study seem to relate more to the 'Ideal L2 self' than only to instrumental motivations, as the Ideal L2 self includes the instrumental motives which have been internalised (Dörnyei, 2005, p.103) and also has a "promotion focus" which means it is related to hopes, concerns, aspirations, advancements, growth, and accomplishments (Higgins, 1998). This result then indicates that students strongly value the motivational strategies which relate to promoting their visions of their future Ideal L2 self. This

finding corroborates with previous research which validates the role of Ideal L2 self in motivating students in different contexts (e.g., Islam et al., 2013; Ryan, 2009; Taguchi et al., 2009) among which is the context of Saudi Arabia (Al-Shehri, 2009). It seems possible that this result is due to a number of factors, including the increased use of English in a globalised world (Crystal, 2003), and the use of English as an international language of communication (Yashima, 2002). Another factor could be the desire to pursue a 'bicultural identity' which involves international and local identity, which represents a dynamic process of motivation (Lamb, 2004). English is not associated with particular communities, but with international culture involving technological revolution, travel and 'icons of fashion, sport and music' (Lamb, 2004, p. 3).

Stockwell (2013) also indicates that the advancements in technology, and in particular social technology, could have a key role in shaping the identity and motivation of L2 learners, as they have access to a wide range of authentic resources and they interact using English as a Lingua Franca. This is particularly related to Saudi Arabia, as social media, such as Facebook, Twitter, Keek, and Instagram, is commonly used. According to Mourtada and Salem (2012), Saudi are the second highest users of Facebook in the Arabic world, just after Egypt. As for Twitter, Saudi Arabia is the first Arabic country in the number of twitter users (about 900,000). Arabic and English languages are used by Saudi when using social media. Almost 40% use English language on Facebook, and about 30% use English to tweet (Mourtada & Salem, 2012).

All these factors which relate mainly to globalisation and the advancements of social technology could influence student motivation to learn English since they tend to favour future outcomes which are related to Ideal L2 self rather than Ought-to L2 self of the L2 Motivational Self System (Dörnyei, 2005).

7.2.2. Teacher perceptions about motivational strategies

As was found with the students, the teacher beliefs towards motivational strategies also represent their underlying beliefs about L2 motivation. However where the students' focus was on social aspects, the teachers value academic achievement and future learning outcomes. The teachers tend to favour motivational strategies which focus mainly on the future academic outcome for the students; when considering the process it is with this end result in mind. In the quantitative data, the strategies they agreed strongly with are mostly related to how such strategies will meet the academic outcomes for students. They agreed more strongly with strategies which are teacher-led, task and classroom-based and involve the organisation and delivery of the subject. This is probably due to the teachers being focussed on students' academic outcomes in terms of grades and exams and their delivery of the curriculum. The qualitative data also supports this argument as, when talking about motivational strategies, the teachers often associate the strategies with the learning outcomes using words such as 'progress', 'learn', 'improve', and 'understand'.

A significant finding is that, although teachers and students often agree in terms of strategies, their underlying beliefs as to why these strategies are motivating differ between the two groups. The quantitative findings reveal that the teachers value the role of motivational strategies which create a pleasant classroom atmosphere and relate to demonstrating proper teacher behaviour, building their students' confidence, and using motivating tasks. These results appear to be similar to the students' results, but the qualitative data indicate that they appear to aim to motivate the students to learn, work hard, study and improve. This picture once again, supports their underlying perception of motivation in terms of academia and achievement for the future. In

addition, the teachers talk about reducing anxiety and building confidence for oral exams and presentations, both graded and academic goals, and have a belief that increased confidence will help students to learn. The teachers believe that the students are nervous as 'they are afraid they will lose grades', suggesting that teachers' views are influenced by the belief that student motivation is driven by learning and achievement. Teachers, also, view using games to present some tasks in terms of explaining and making the task easier to understand. Furthermore, learner autonomy was viewed only in terms of self-study with learning outcomes in mind. In addition to the academic outcomes, teachers also tend to consider the role of the professional outcomes, such as finding a job, more motivating than the social outcomes, such as communicating with international friends.

These results reveal that teachers tend to concentrate on the future academic outcomes which relate to student progression in L2 learning. This view influences their beliefs about motivational strategies, as they tend to favour the strategies which lead to academic and professional achievement. Previous research has revealed that motivational strategies related to 'increasing learner confidence' and 'presenting tasks in a motivational way' are among the top five most used motivational strategies in Saudi Arabia (Alrabai, 2011), and are also perceived as important in Hungary, Taiwan, and South Korea (Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Guilloteaux, 2013). One possible interpretation may be that these strategies indicate focus on the learning processes in class which lead to academic outcomes. This result is in accordance with Dörnyei's (2005, 2009) idea about his L2 Motivational Self System, as he suggests that L2 learning experience would 'hopefully' positively affect student future-self guides. These self guides appear to be instrumental and have a prevention nature, for example fear of failure; therefore, they are more associated with 'ought-to L2 self' as

the teachers seem to favour the academic and professional outcomes such as succeeding in exams and finding jobs.

The studies investigating 'L2 Motivational Self System' are not consistent in their findings about the effect of ought-to L2 self on students' motivation (e.g., Csizér & Kormos, 2009; Lamb, 2012; Papi, 2010; Taguchi et al., 2009). One study has shown that it has a positive role on student motivation, although indicated that it increases student language anxiety (Papi, 2010). However, the majority of studies indicate that 'ought-to L2 self' has a weak connection to student motivation (e.g., Csizér & Kormos, 2009; Dörnyei & Chan, 2013; Taguchi et al., 2009). In other studies, 'ought-to L2 self' does not appear as a construct of L2 motivation (Csizér & Lukács, 2010; Lamb, 2012). While here the teacher data indicate that teachers value the role of 'ought-to L2 self' in motivating students, students beliefs seem to favour Ideal L2 self. Possible reasons for such findings are suggested by Csizér and Kormos (2009). They argue that ought-to L2 self could have a limited role in motivating students at this level because students at university level are already aware of the importance of the L2 in their future career and because they are surrounded with English media in the form of TV and computers. Therefore, such students seem to internalise these reasons which become more associated to ideal L2 self. This explanation could be applicable to the students participating in this study, and might be a cause of their favouring the ideal L2 self elements more than ought-to L2 self.

So far, the differences between teacher and student beliefs have been discussed in terms of all the examined scales. In the following section, the results of scales which show the most significant difference between teacher and student beliefs toward

motivational strategies will be discussed in more detail; these are 'Learner autonomy' and 'Learner group'.

7.2.3. Learner autonomy

The quantitative results reveal that the scale of Learner autonomy was the only scale favoured by the students more than the teachers. The findings of the scale Learner autonomy show that students not only value the process more highly than outcomes in terms of motivation, but that they also show a desire to be involved in the learning process. Learner autonomy is an area which includes student involvement in the learning process, so it is perhaps not surprising that they agree with it much more strongly than the teachers, for whom it is the least favoured scale. Teachers, in terms of the qualitative data, show their understanding of learner autonomy in relation to motivation as a strategy which helps students to study independently outside the classroom to learn and progress in the L2. In the interviews, the students' views about autonomy are also related to self-study guided by the teacher, suggesting that for the students also the only autonomy they are familiar with is self-study directed by the teacher. However, when the quantitative data are examined, they show that students are much more in favour of autonomy than the teachers. When students are presented with options about what autonomy could give them, they strongly agreed with the items which allowed them involvement and choices in their learning processes.

These findings suggest that students value their involvement in their learning process and its role in promoting their L2 motivation. This finding supports previous research which suggests that autonomy has a positive effect on student motivation (Deci & Ryan, 2000, Noels, 2003; Noels et al., 1999; Ushioda, 1996a). A possible explanation

for this finding might be because students, as discussed earlier, view their L2 learning experience as a main factor influencing their motivation; therefore, being involved in their learning process is important for their motivation. Another explanation could be because students tend to favour the social aspects of learning, and autonomy in its wider sense can 'contribute to socialising and consolidating adaptive values, identities and motivational trajectories' (Ushioda, 2011b, p.230). Learner autonomy contributes to this as it encourages the students to express their own identities, allows active participation and encourages the learners to 'make choices and decisions, negotiate, shared experiences with one another, and evaluate these experiences' (Ushioda, 2011b, p.230).

On the other hand, teachers agree less with this scale and this is in accordance with an earlier study in a Saudi context (Alrabai, 2011) which found that motivational strategies related to Learner autonomy were the least used among all the motivational strategies examined in that study. Different studies (Cheng & Dörnyei, 2007; Guilloteaux, 2013) conducted in the Asian context, namely Taiwan and South Korea, reveal that the Learner autonomy scale was perceived as the least important by the EFL teachers. This might reflect their true beliefs about Learner autonomy; they may not see the motivating power of encouraging students to take responsibility for their learning. The result could also be explained by the fact that teachers may have found it difficult to understand how this would assist students' learning, which is the main concern of the teachers as we have seen. Teachers seem unwilling to use the other approaches of Learner autonomy which, according to Benson (2001), relate to learner-based, classroom-based and curriculum-based approaches that involve the students in a much more significant way. It may also be that, teachers do not consider such strategies to be feasible due to barriers discussed in the interviews such as time, class

size, and curriculum enforcement. Therefore, they might confuse what they feel is not possible with what could be motivating or not. All the barriers which affect the teachers' ability to implement certain strategies relate to areas which are fundamentally out of their control, instead, they are imposed by the university policy-maker. Thus, it could be argued that teachers have no autonomy themselves. If they do not have autonomy themselves, then it is unlikely that they can give this to the students. Indeed, it has been shown that teacher autonomy is a significant factor in developing learner autonomy (e.g., Benson, 2000; Little, 1995; Little et al., 2003; McGrath, 2000). Furthermore, this result could be because learner autonomy is a relatively new concept in EFL teaching in Saudi Arabia. In a recent study in a Saudi context, Al Asmari (2013) states that the situation of learner autonomy is not encouraging as EFL teachers lack the knowledge to use autonomy; and therefore, he suggests that teachers should be offered training in order to foster autonomy in their teaching practice. Little (1995) also suggests that teachers should be trained to use different approaches of learner autonomy.

It should be noted that, as appeared in the quantitative results, teaching experience has an effect on teacher beliefs towards the three scales, Ideal L2 self, Goals, and Classroom atmosphere. However, it has been seen that teacher beliefs about learner autonomy are not influenced by teacher experience, teacher training, or academic qualification. This could be for the same reasons discussed above in terms of the barriers which might restrict the use of such strategies such as the curriculum restraints and barriers of class length and size. All the barriers which affect the teachers' ability to implement autonomy strategies relate to areas which are fundamentally out of their control, instead they are imposed by policy-makers at the participating universities. This provides some support to Kubanyiova's (2006)

reflection that institutional constraints may hinder the use of some motivational strategies by teachers.

To conclude this section, it can be seen that although there are many explanations which account for the difference between teacher and student beliefs towards Learner autonomy, it could be argued that one of the main reasons for such results is the difference in their understanding of L2 motivation and from where it can come from. For the teachers, it seems that they think it mainly stems from ought-to L2 self, while for the students it is generated from their actual learning experience. This once more highlights the differences in the underlying beliefs towards L2 motivation between the two groups of participants.

7.2.4. Learner group

The findings of the 'learner group' scale support the main argument of this chapter which sets academic outcomes (related to teachers' perceptions) against social process (related to students' perceptions). The quantitative results show that there is significant difference with a medium effect size in favour of the teachers; so it is clear that the teachers believe in the motivating factor of 'Learner group' much more than the students. Teacher and student beliefs about 'group work' are the main area of difference. Teachers rate this as the highest item in the scale of learner group; whereas the students place all the group work related strategies in the lower half of the scale. This is an unanticipated finding as, on first inspection, it appeared that group work is a clear area for promoting interaction between group members and appears to be more social. However, from the interviews, it can be seen that teachers are very much in favour of group work for learning purposes, but when the group work is

controlled and organised by the teacher herself. The underlying beliefs behind using group work as a motivating strategy are different between the teachers and the students. The teachers focus on the importance and motivating aspects of using group work, in terms of the L2 learning progress leading to academic outcomes, rather than the social interaction taking place and the process itself. The idea that teachers use group work for specific outcomes appears to be supported by the students' comments in the qualitative results. These results are divided into two groups in terms of their beliefs about the motivating power of group work. One student mentions that in group work they feel supported, while the other two feel exploited due to lack of cooperation which may relate to their own personal experiences of group work in the past. For students to feel this way in relation to group work, it may suggest that their experience of group work is to achieve a particular outcome (goal oriented) rather than simply to be involved in the process itself.

The teachers' motives behind using group work seem to offer an explanation as to why the students regard an apparently social and interactive activity as less motivating than strategies such as encouraging the students to share personal experiences and thoughts and becoming acquainted each other. The strategies regarded as more motivational by students are much more rooted in the present and seem to involve interaction between students without having any specific learning outcomes behind them.

Group work has been studied by many researchers and often referred to as a way to promote cooperative learning which has been found to be of great benefit to students (e.g., Johnson et al., 1981; Walberg, 1999), supporting the ideas implicit in the teachers' beliefs. According to Ehrman and Dörnyei (1998), cooperative learning is

important for student motivation to achieve learning outcomes and one of the main ways to achieve this is by encouraging small group work. This is in accordance with the teacher beliefs; however, they also include in their approaches the idea of creating a cohesive group through interaction and cooperation in order to help the students enjoy the process itself.

This approach is reflected in the students' views and shows the area which needs to be addressed by the teachers. This is a possible explanation for the difference in the teacher and student views relating to learner group and group work. Some research has indicated that students feel comfortable when participating in group work activities (Koch & Terrell, 1991; Young, 1991), but the students in this study agree less with the effectiveness of such strategies. This could suggest that teachers are setting up groups and simply expecting the members to work together and to interact without considering the establishment of rules to ensure participation and cooperation from all group members. Such rules are beneficial to include in the early life of the group (Dörnyei & Murphey, 2003). Another method for improving the use of group work is for teachers to teach students the principles of cooperative skills, such as understanding the value of group work, in order to achieve group goals (Murray & Christison, 2011). The lack of clear norms and structures in group work along with designed tasks which are achievement-oriented, and which therefore might not promote the interaction between the group members, could offer explanations as to why the teachers' and students' beliefs differ in terms of learner group motivation and in particular group work.

7.3. Summary

To recap the findings discussed in this chapter, it may be useful to imagine a scale indicating teacher and student beliefs towards motivational strategies and their understanding of what contributes to L2 motivation. As shown in Figure 7.1, on one side of the scale are the academic aspects of motivation and on the other are the social aspects of motivation.

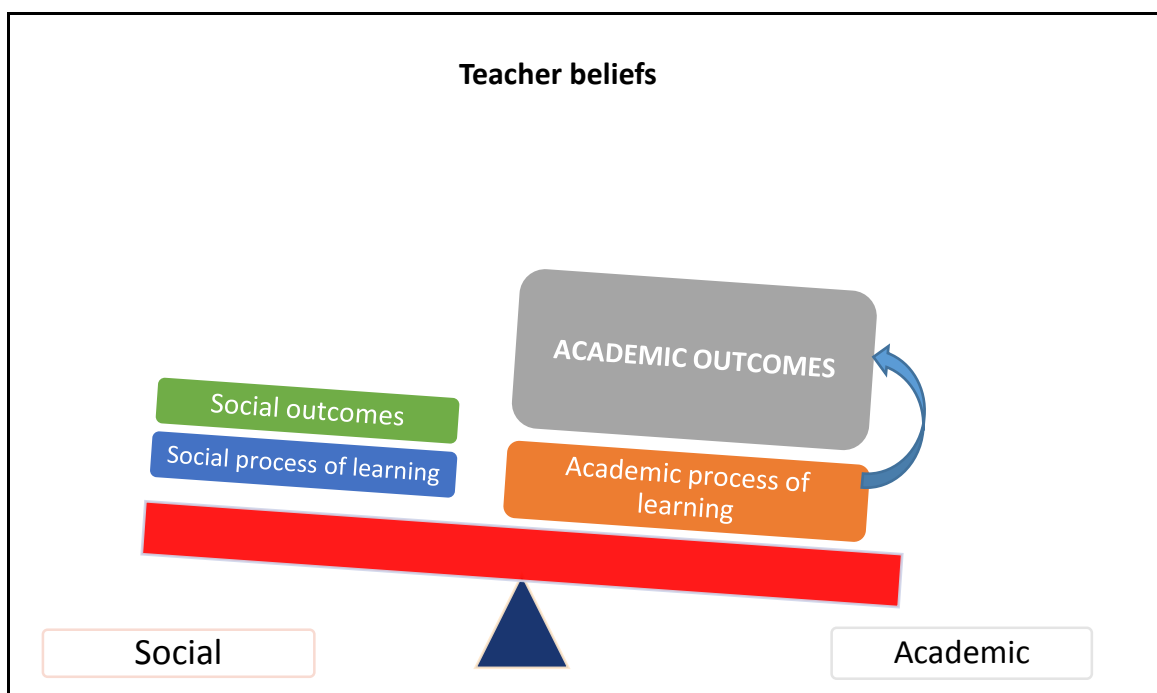


Figure 7.1: Teacher beliefs about motivational strategies

From Figure 7.1, it can be seen that the teachers' beliefs lie much more strongly on the side of academic rather than social aspects of motivational strategies. The two areas in terms of academic achievement are outcomes and processes, with the outcomes being the most influential for the teachers. The learning process, in terms of the teachers' beliefs are linked to the outcomes as they determine the motivational strategies used during the learning process.

On the social side of the scale the outcomes and learning processes are present, but are given much less importance by the teachers. This result may be explained by the fact related to the context of the study, as one of the main objectives of the preparatory year in the participating universities is to improve the English level of students to at least intermediate level before starting their university study. Students also are assessed by the end of this year to check their level in English and this determine if they will start their undergraduate study or continue studying English. Being aware of this, EFL teachers seem to focus on the motivational strategies which facilitate the achievement of such outcomes.

The following figure shows students' understanding of the sources contributed to L2 motivation.

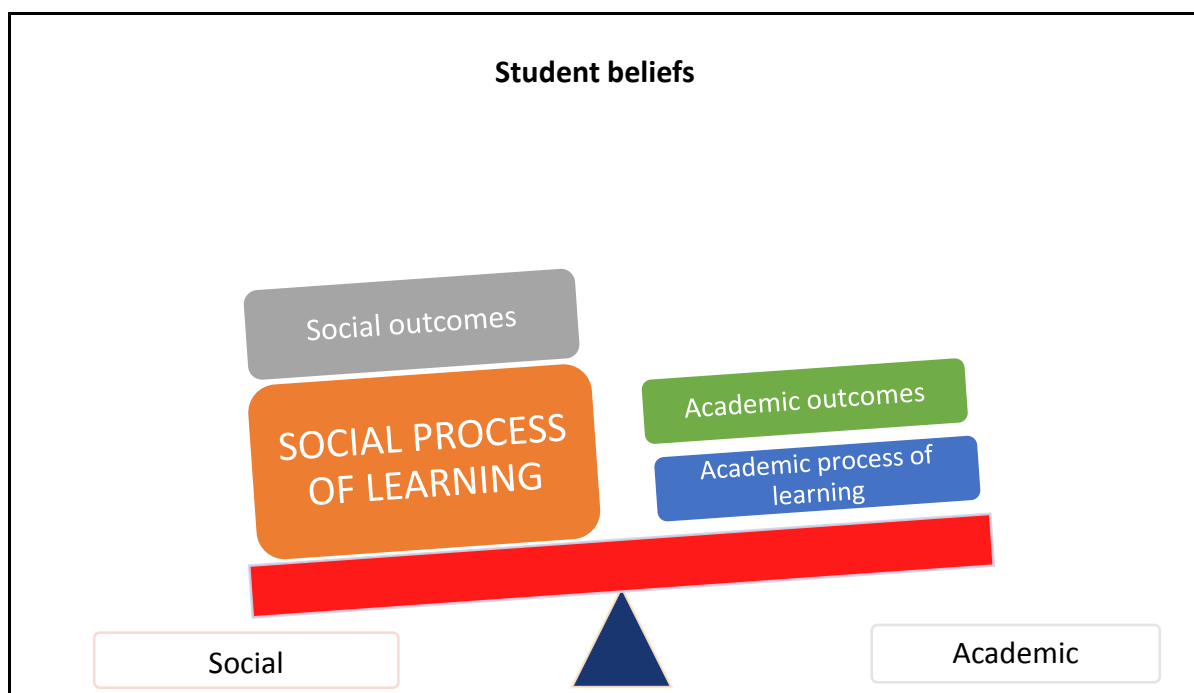


Figure 7.2: Student beliefs about motivational strategies

As it appears in Figure 7.2, the student scale contains the same headings and elements as the teachers, but the weighting is different, with the students clearly favouring the opposite side of the scale from the teachers. The students are more in favour of the social than the academic aspects of motivational strategies. Most important for the students is the process of learning, which promotes social aspects of learning such as participation, interaction and involvement. This process of learning could be motivating on its own and it does not need to be linked to future outcomes. The future outcomes are on this side of the scale too, as it can be seen by the size that they are less important for the students than the process, though still more valued than the academic side of the scale. This correlates with Lamb's (2012) findings which show that the strongest motivator for students is L2 learning experience, while Ideal L2 self has little importance in motivating students. Lamb (2012) suggests that studying English as a compulsory subject with a fixed timetable could explain this finding since student motivation for learning English is likely to relate more to the immediate context of language learning than to their future self-visions. This could explain the result of this study too as English is a compulsory subject taught in the preparatory year and students have to reach a certain level in English in order to start their undergraduate studies. The value of social process of learning which relate to the present time could indicate the role of the 'actual self' (Higgins, 1987) in motivating students. Students appear to be more motivated by the strategies which contribute to make the learning interesting and enjoyable in the classroom, and help them to use English outside classroom.

These two figures show that the beliefs of teachers and students are distributed in contrasting ways even though all four areas feature for all participants. Ideally, in the

L2 classroom a balance between these areas should be achieved in order to maximise student motivation in L2 learning.

7.4. Conclusion

The main findings of the quantitative and qualitative data are discussed in this chapter. These are related to the mismatch in the viewpoints of EFL teachers and students, which appears to be linked to the process and the outcomes of L2 learning. The difference in participant perception is also related to the nature of motivational strategies, whether they are socially or academically oriented. Having discussed the main findings of the study, the following chapter will summarise the study, include some theoretical and pedagogical implications, discuss the study limitations, and suggest some lines for future research.

Chapter 8. Conclusion

8.1. Introduction

This chapter will provide a summary of the study which will be followed by a discussion of some of the theoretical and pedagogical implications based on the study's findings. The limitations of the study will also be presented along with suggestions for future research.

8.2. Summary of the study

This thesis has investigated teacher and student perceptions towards motivational strategies. The aims of the study were to investigate the views of teachers and students about motivational strategies and to examine a potential mismatch between teacher and student perception towards such strategies. The thesis posed the following questions:

- What are EFL teachers' perceptions about different motivational strategies in the Saudi women's university context?
- What are EFL students' perceptions about different motivational strategies in the Saudi women's university context?
- In what way do EFL teachers' and students' perceptions of these motivational strategies in this context differ?

The study has shown that both students and teachers value the teacher role in motivating students in the L2 classroom. Although their beliefs towards some motivational teaching practices seem to be similar, differences were found in terms of the weighting of importance given by each group regarding what motivates students

to learn. The beliefs of the teachers appear to be directed by their view that students are motivated by academic achievement and outcomes and, therefore, they believe more strongly in the strategies regarding the learning process which contribute to these outcomes. The students, although they agree to a point, are more motivated by the social process of learning including participation, involvement, and interaction and by more social outcomes. The divide in teacher and student opinions about motivational strategies was revealed in all the examined scales. However, it appeared more clearly in the findings of the scales 'Learner group' and 'Learner autonomy', whereby teachers believed much more strongly in the motivating power of strategies related to 'Learner group' and the students more strongly in those related to 'Learner autonomy'.

8.3. Theoretical implications

The findings of the study can add substantially to our understanding of L2 motivation from the perspectives of both EFL teachers and students in the Saudi context. With relation to Dörnyei's (2005) conceptualisation of L2 motivation, teachers' perceptions of motivational strategies clearly relate to the construct of 'ought-to L2 self' in that they strongly agreed with motivational strategies which relate to academic outcomes and see the process as a means to reach such outcomes, viewing motivation as an achievement- oriented process. Students' beliefs, on the other hand, are more related to the construct of 'L2 learning experiences' and to 'Ideal L2 self'. Currently, Dörnyei's (2005) conceptualisation features these three components of L2 motivation equally; however, this study supports more recent findings (e.g., Csizér & Kormos, 2009; Dörnyei & Chan, 2013; Taguchi et al., 2009) that the area of 'ought-to L2 self' is much less motivating for the students compared with 'L2 learning experience' and 'Ideal L2

self'. This indicates that these latter components of L2 motivation might have a key role in promoting student motivation rather than the 'ought-to L2 self'.

A further implication is that the 'L2 learning experience' can be considered a stand-alone motivating factor which does not necessarily serve to reach the future-self outcomes, although it may contribute to build an ideal or ought-to future selves. The importance of the L2 learning experience for students seems to highlight the need to integrate context and motivation in a holistic way to examine the development of L2 motivation by considering the complex interactions between students and their context. This approach has been emerging in theoretical developments of exploring motivation in educational psychology (e.g., Järvelä, 2001), and in language learning (e.g., Norton, 2000; Ushioda, 2009). The value of L2 learning experience which involve the learning process in the classroom could indicate the role of the 'actual self' (Higgins, 1987) in motivating students, which is a missing part of the L2 Motivational Self System (Dörnyei, 2005, 2009).

It can be suggested that Dörnyei's (2005, 2009) theory of L2 motivation - the L2 Motivational Self System - should be revisited to identify the role of each component in motivating students; perhaps there should be acknowledgement of the limited role of 'ought-to L2 self' in motivating students, and future consideration of the role of the actual self in L2 motivation.

8.4. Pedagogical implications

This section begins by suggesting some implications for English language teachers and teacher training, in general. After that, there will be a presentation of some implications specifically to English language teaching in the Saudi context.

This study has highlighted a gap between teachers and students in their understanding of what is motivating for students in the L2 classroom. This gap is expected due to the different role of teachers and students in the learning process. However, by bridging this gap, the teachers could help in achieving the highest level of student L2 motivation. It is understandable that in the exam-based education system, as is the context of this study, EFL teachers might unconsciously focus on the motivational strategies which could have a direct influence on student L2 achievement. Instead, EFL teachers should have a balanced view about what motivates their students. They could, for example, consider the learning outcomes and adapt the activities to create more interaction and promote participation whilst working towards the learning outcome.

Furthermore, the findings of this study suggest that teachers need to be aware of the views of the students in terms of what actually motivates them instead of what teachers think is motivating. Consideration should be given to the students' needs for more socially interactive aspects, for their motivation both in the 'L2 learning experience' and the 'Ideal L2 Self'. Learning more about student motivation could be achieved in the form of questionnaires and feedback from the students. It could also be accomplished by creating an open dialogue between students and teachers and allowing students to express their genuine beliefs towards their own L2 motivation and what can promote it.

There are implications here for teacher training, both initial and ongoing. These include introducing the idea of learning for interaction and social reasons early in teachers' initial training, instead of focussing solely on the tasks and how to deliver the lesson content. Teacher training should include a wide range of information on what motivates students to learn, and how students learn languages through interaction. In this global age, students are clearly focussing on social interaction, travel and the use of English in authentic communication. Therefore, teacher training should pay attention to how this motivates students more than academic achievement. Currently, teachers seem to be trained in how to deliver the course, focussing on their own behaviour and the organisation within the classroom, but giving less thought to the idea of the students as individuals within a social context with needs and preferences relating to learning process, interaction with their teachers and other class members, and social interactions outside the classroom.

Students also seem to need English outside classroom. Recognising students' needs in a globalised world might allow teachers to develop a different perspective and help to broaden their underlying beliefs of L2 motivation to include 'social interaction' as well as 'academic achievement'. Such a perspective will, therefore, affect the use of motivational strategies to be more in line with those desired by the students, and so will motivate the students to learn.

Another implication for teacher training is to include more fieldwork as part of teacher training, including receiving regular feedback from the students allowing the teachers to experience what works well in a real setting rather than a theoretical one. Finally, more experienced teachers should be recruited to mentor and train newer teachers to share their knowledge and experiences with them.

The findings also suggest that teachers need to be aware that their own views on what is motivating for the students are not necessarily the same as the students'. For example, in the context of Saudi Arabia, a major area to be addressed is that of 'Learner group' and 'Learner autonomy'. In terms of 'Learner group', teachers should be aware that simply grouping students together to work on a given task does not necessarily promote the kind of interaction the students are motivated by. They should first set up the ground rules for the group, give clear guidelines about the roles of group members and train students in how to work together and collaborate. The task itself should also be addressed so that teachers use group work with the outcomes being that of social interaction through language use, as well as the completion of a learning based task.

The area of 'Learner autonomy' is clearly one which needs to be addressed in terms of motivating students in the Saudi context, as a recent study indicates that EFL Saudi teachers appear to lack proper training to foster autonomy (Al Asmari, 2013). The results indicate that neither the teachers nor students have much experience of the use or potential of learner autonomy, although the students show that they believe it could be highly motivating. Teachers, therefore, need to be aware of the students' feelings towards autonomy and that they have a desire for involvement in this way and consider ways to promote more autonomous learning. Firstly, they need to widen their view of autonomy from self-study to understand how else it can be included both inside and outside the classroom. Secondly, they should realise that students are not familiar with ways in which they could be autonomous. This is not a process that will happen immediately or without guidance from the teachers initially to reveal ways in which students can have more involvement and then train and encourage them to develop their skills be autonomous learners. Finally, although the teachers might face many

barriers to use motivational strategies, such as imposed curricula, they should try to work within these restraints to recognise any areas which could provide opportunities for the students to have more autonomy. For example, the students may not be able to choose the objectives of the lesson as these will have been decided by the curriculum, which is imposed by the policy-makers, but students could choose the type of tasks through which the topic will be taught. This allows them to personalise tasks and feel they have more input and influence in their own learning which will motivate them to participate more, and promote their L2 motivation.

In both the two areas of 'Learner group' and 'Learner autonomy', it is important to recognise that their improvement extends higher than the teacher's role to include policy makers.

Therefore, the study findings suggest some implications for policy makers in higher education in Saudi Arabia. First, they should address the barriers expressed by the teachers to help them motivate their students. These include, for example, being more flexible with the curriculum, and considering making the class size smaller. This would allow teachers to use tasks which promote interaction in the classroom, and to involve students in the learning process. Second, a major area to be addressed by policy makers is to allow their teachers to have more autonomy in choosing their teaching materials. It can be argued that due to policy constraints, autonomy is lacking from the teachers and therefore, they cannot offer autonomy to the students. It is challenging for teachers to give students what they do not have. As well as allowing the teachers more autonomy, training and support should be offered to teachers to develop their understanding of fostering different approaches of autonomous learning in the L2 classroom in order to promote L2 motivation.

8.5. The limitations of the study

In this section, a number of limitations need to be noted. The first drawback relates to the methodology used in this study. Significant variations in the participant responses to the questionnaire items were lacking which could be due to the nature of the examined topic, namely motivation. Therefore, participants appeared reluctant to disagree as they may have felt that all the techniques specified in the quantitative data could work in different situations and circumstances, and as has been seen in the results differences are apparent when the focus is on the weighting of the participant beliefs. Lack of significant variations in the participants' responses could be because the research inquiry related to beliefs about motivation, rather than experience of it. This could have resulted in the participants' strong responses of ideas of what could motivate rather than what does motivate, as belief does not always relate to experience or actual use. Focussing on beliefs is important though, as this allows the participants to demonstrate their understanding of L2 motivation and what can enhance it rather than restricting their views to their own experiences.

The second limitation of the study lies in examining ten scales. Investigating fewer scales in the study as a whole could have allowed more focussed answers. However, as one of the aims of the study was to discover the participants' beliefs about L2 motivation and motivational strategies in general, it was valuable to include all these scales which emerged from the exploratory interviews conducted prior to the questionnaire construction.

Finally, the current investigation was limited by the application of its findings to other contexts. The participants of this study were all female and in the context of higher

education in Saudi Arabia. The findings, therefore, may not represent the beliefs of teachers and students in other contexts.

8.6. Suggestions for future study

In the context of Saudi Arabia, further investigations are needed to examine the motivational effects of using strategies related to Learner group and Learner autonomy from the perspectives of both EFL teachers and students. In terms of Learner group, future study needs to examine whether group work is considered, as was found in this study, less motivational for students and why this may be the case. Future research could examine the discrepancy between teacher and student beliefs towards the motivational power of using strategies related to Learner group and Learner autonomy. Another suggestion for further research is regarding the role the policy makers have on teacher and student beliefs on motivational strategies.

Generally, further research needs to be done to examine the perceptions of EFL teachers and students about L2 motivation and what contribute to it. Such research should be conducted in a wide range of contexts with participants from different educational contexts, for example primary, intermediate and secondary, in order to obtain valid data which could contribute to our understanding of L2 motivation. In terms of methodology, the quantitative instruments in future studies could include a comparison scale between opposing motivational strategies which would require the participants to choose the area they most strongly agree with. In addition, using more in depth qualitative research method could provide more opportunities to further understand the complex nature of L2 motivation.

In a theoretical level, for better understanding of L2 motivation, it would be important for future research to conduct longitudinal research to examine the internalisation of instrumental motivation for L2 learning. Studying this process of internalisation could broaden the understanding of L2 motivation by revealing the way in which external instrumental motivation develops into internal.

A final suggestion for future research would be to study the role of actual self in motivating students, in terms of what the students need in the everyday language classroom to enhance their motivation.

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Appendices

Appendix 1: Ethical approval

University of
Salford
MANCHESTER

College of Arts & Social Sciences
Room 626 Maxwell Building
The Crescent
Salford, M5 4WT
Tel: 0161 295 5876

31 January 2011

Eman Al Shehri
By email

Dear Eman

Re: Ethical Approval

I am pleased to inform you that based on the information provided, the Research Ethics Panel have no objections on ethics grounds to your project.

Kind regards,

*Dr Deborah Woodman
Research Support Team*

Appendix 2: Common European Framework Reference for Languages

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
S P E A K I N G	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertain to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Appendix 3: Guidelines of exploratory interview

- **Teacher interview guidelines**

1. How can you describe your students' motivation in the English language classrooms?
2. Do you think it is important to use motivational strategies to develop students' motivation?
3. In your opinion what is the motivational strategies that should be used in language classroom?
4. At the beginning of the language class or task, how can you initiate your student's motivation?
5. How can you keep your student motivated during the classroom, or during a task?
6. At the end of the classroom or task, what strategies do you use to motivate your students?
7. Tell me about a motivated classroom, what you do to keep them motivated?
8. Now, tell me about a demotivated classroom, what do you do to encourage students' motivation?
9. What do you think are the most important motivational strategies, especially in the context of Saudi Arabia?
10. Do you have anything to add?

- **Student interview guidelines**

1. How can you describe your motivation in the English language classrooms?
2. Do you think EFL teachers should use motivational strategies to develop students' motivation?
3. In your opinion what is the motivational strategies that should be used in language classroom?
4. At the beginning of the language class or task, how can EFL teacher initiate students' motivation?
5. During English classroom or during doing a task, how can a teacher keep students motivated?
6. At the end of the classroom or task, what strategies do a teacher should use to motivate her students?
7. Tell me about a motivated teacher, what does she do to keep you motivated?
8. What do you think are the most important motivational strategies, especially in the context of Saudi Arabia?
9. Do you have anything to add?

Appendix 4: Consent form

Research Participant Consent Form

Title of study: Motivational strategies: the perceptions of EFL teachers and students in the Saudi higher education context

Name of Researcher: Eman Alshehri

- I confirm that I have read and understood the information sheet for the above study.
- I have been given the opportunity to ask questions (face to face, via telephone and e-mail)
- I agree to take part in the interview
- I agree to the interview being tape recorded
- I understand that my participation is voluntary and that I can withdraw from the research at any time **without giving any reason**
- I agree to take part in the above study

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

Name of participant:

Signature:

Date:

Name of researcher taking consent: Eman Alshehri

Researcher e-mail address: e.alshehri@edu.salford.ac.uk

Appendix 5: Participant Information Sheet

Study title: Motivational strategies: the perceptions of EFL teachers and students in the Saudi higher education context

You are invited to consider participating in this research study. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or would like more information. Take time to decide whether or not to take part.

1. What is the purpose of the study?

I am a PhD student, and my thesis examines the use of some motivational strategies used by EFL teachers in language classroom. In this study, I will examine the views of Saudi EFL teachers and students toward motivational strategies that are used by EFL teachers in language classroom. The second part of my research involves interviewing some EFL teachers and students about their views relating to the use of some motivational strategies.

2. Why have I been invited?

EFL teachers and EFL students are asked to participate in this study to examine their views towards the use motivational strategies. Such strategies can promote learners' motivation to study a foreign language.

3. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason. Choosing to either take part or not in the study will have no impact on your marks and assessments.

4. What will happen to me if I take part?

You will be asked to complete a questionnaire and if you are willing to participate in a recorded follow-up interviews. The questionnaire might take up to 30 minutes, and the follow-up interviews might last up to 15 minutes. Besides, EFL teachers and students are asked to participate in exploratory interviews which will be conducted before carrying out the questionnaire. The interviews will be recorded, will include 5 or 6 participants and will last up to 35 minutes.

5. What are the possible benefits of taking part?

The information we get from the study will help to increase the understanding of the views of both EFL teachers and EFL students toward the importance of using motivation strategies in language classroom.

6. Will my taking part in the study be kept confidential?

All information that is collected about you during the course of the research will be kept strictly confidential. You will not be asked to write your name in the questionnaire paper. In addition, all interview recordings will be destroyed at the end of the research. Your name or any contact details will not be recorded on the interview transcripts. In addition, any details which potentially could identify you will also be removed or changed. My academic supervisors will have access to the anonymized transcripts of your interview, but I will be the only person to have access to the original recordings of the interview, your consent form and any of your contact details.

7. What will happen if I don't carry on with the study?

If you withdraw from the study all the information and data collected from you, to date, will be destroyed.

8. What will happen to the results of the research study?

The results of the study will be used in my PhD thesis. In addition, the material might be presented at academic and professional conferences and in academic journals.

9. Who is organising or sponsoring the research?

I conduct the research as a PhD student at the University of Salford. It is being funded by King Abdulaziz University as the researcher is a member of this university.

10. Further information and contact details:

If you have any questions, please contact me at my email address [...], or my mobile number [...].

Thank you for taking time to read the information sheet.

Date:

Appendix 6: Classification of motivational strategies- (Teachers)

(Drawn from the data analysis of teacher exploratory interviews and based on Dörnyei' (2001a) framework of motivational strategies)

Motivational strategies- teachers' perceptions	1. Creating the basic motivational conditions	1. Teacher behaviour	<p><i>Ask students about their opinions about some methods of teaching</i></p> <p><i>Take students' feedback into account</i></p> <p><i>At the beginning of the week, ask the students about their weekend</i></p> <p><i>At the beginning of the class, Engage socially with the students</i></p> <p><i>Give the students a chance to participate in the class</i></p> <p><i>Share a story</i></p> <p><i>Talking with students</i></p> <p><i>Have good relationship with the students</i></p> <p><i>Say at the end, have a good day.....</i></p> <p><i>Give them a chance to ask questions</i></p>
		2. Pleasant atmosphere in the classroom	<p><i>Like to see the students happy with smiling face</i></p> <p><i>Give the chance to share their ideas</i></p> <p><i>Give the chance to laugh</i></p> <p><i>Won't give them class when they are not in the mood</i></p> <p><i>Make the class interesting</i></p> <p><i>At he beginning of the class, tell a joke</i></p> <p><i>Guess the topic of the lesson</i></p> <p><i>Ice breakers</i></p> <p><i>Story chains</i></p> <p><i>Show them fun stuffs- like hidden camera videos</i></p> <p><i>Encourage the sense of humour</i></p> <p><i>Presentation with pictures and attractive colours</i></p> <p><i>Breaks</i></p> <p><i>If the lesson is long, divide it into 3 parts</i></p>
		3. Learner group	<p><i>Do class project in English, for example, reading a book and discuss the summary by the end of the term</i></p> <p><i>Show them their common mistakes</i></p>
	2. Generating initial motivation	4. Integrative values of L2	<p><i>Use authentic materials such as a newspaper article</i></p> <p><i>Speak English all the time in the class</i></p> <p><i>Remind the students with the benefit of studying English</i></p>

		5. Make the curriculum relevant to the students	<p><i>Choose the topics they like</i></p> <p><i>Change some parts of the book should be taught</i></p> <p><i>Bring some materials that are out of the book</i></p> <p><i>Discuss some social issues and problems</i></p> <p><i>Discuss article from English newspaper 'Arab news'</i></p> <p><i>Encourage the students to give example related to their lives</i></p>
		6. Increase students' goal orientedness	<p><i>Show the students the reason behind studying English, and some point in English</i></p> <p><i>Show the reason behind doing some tasks in English, for example, doing presentations</i></p> <p><i>State the objectives of each class</i></p> <p><i>Explain the need of studying English</i></p> <p><i>At the beginning of the term, ask students about their expectations about their studying</i></p>
3. Maintaining and protecting motivation		7. Teach students learner strategies	<i>Advise them to have some books</i>
		8. Providing regular encouragement	<p><i>Point to their strengths</i></p> <p><i>Always encourage students</i></p> <p><i>Happy face, star, or name in the board</i></p> <p><i>Positive feedback</i></p> <p><i>Keep telling them that they are a great class</i></p>
		9. Tasks	<p><i>Motivating tasks</i></p> <p><i>Dramatic strategies</i></p> <p><i>Tasks involve movements</i></p> <p><i>Group works</i></p> <p><i>Doing posters</i></p> <p><i>Use many tasks during the lesson</i></p> <p><i>Answer some tasks on the board</i></p> <p><i>Do summary</i></p> <p><i>Games</i></p> <p><i>Use songs</i></p> <p><i>Pictures</i></p> <p><i>Videos</i></p> <p><i>Warm up exercises</i></p> <p><i>role-play</i></p> <p><i>interviews</i></p> <p><i>competitive games</i></p>
		10. Learner autonomy	<i>Try to encourage them to look for the information</i>
		11. Using technology	<p><i>Use the blog to share ideas</i></p> <p><i>Use twitter relating to grammar and writing, one tip every day</i></p>

			<i>Use the computer while teaching</i>
4. Encouraging positive self evaluation	12. Regular feedback		<i>Give one to one feedback</i>
	13. Grades		<i>Give them extra grades Use grades, u have to do this to get grades- especially with demotivated class</i>
	14. Rewards		<i>Chocolate Stickers</i>
Ideal L2 self			<i>Speak about their future, and their need to English Speak about their vision about themselves in the future motivate them</i>
Unclassified motivational strategies			<i>Emotional blackmail, They explain one point of the lesson Prepare the students to what is coming in the next lesson, and ask them to search and read about it Give homework Quiz Give them the chance to express their thoughts Ask the students to write down, what do you think about studying English, do you think you need it and why</i>

Appendix 7: Classification of motivational strategies- (Students)

(Drawn from data analysis of student exploratory interviews and based on Dörnyei's (2001a) framework of motivational strategies)

Motivational strategies- students' perceptions	1. Creating the basic motivational conditions	1. Teacher behaviour	<p><i>Share the advantage of learning English</i></p> <p><i>Have to love English</i></p> <p><i>Have the motivation to teach</i></p> <p><i>Be role model</i></p>
			<p><i>Show her understanding for students' circumstances</i></p> <p><i>Show their readiness to explain any points students might not understand</i></p> <p><i>Know the strengths and weaknesses of her students</i></p> <p><i>Give advice to address her students' weaknesses</i></p> <p><i>Listen to students' problems</i></p>
			<p><i>Strict but flixable</i></p> <p><i>At the beginning of class, ask about students' weekend.....</i></p> <p><i>At the end, 'see u tomorrow', 'have a nice weekend'....</i></p> <p><i>Have good relationship with students</i></p> <p><i>Have personal relationship with students</i></p> <p><i>Give examples from their own life</i></p>
		2. Pleasant atmosphere in the classroom	<i>Start the lesson by using funny games</i>
		3. Learner group	<p><i>Divide the class into groups</i></p> <p><i>Do group works</i></p> <p><i>Clubs for English reading and writing- mix with other students whose level in English is different</i></p> <p><i>L2 speaker- giving a lecture for students</i></p> <p><i>Do trips to different places and use English during such trips</i></p>
	2. Generating initial motivation	4. Integrative values of L2	<p><i>Meet senior L2 students</i></p> <p><i>Read English newspaper</i></p> <p><i>Watch CNN</i></p> <p><i>Use songs</i></p> <p><i>Films</i></p> <p><i>Watch English TV</i></p> <p><i>Use L2 only during the class, and never use L1</i></p>

		5. Increase students' goal orientedness	<i>At the beginning of the semester, ask students to write their goals for this semester, their goals in the future, the strengths and weakness in English.</i>
		6. Make the curriculum relevant to the students	<i>Talk about topics in our life At the beginning, ask students what they do Give examples from our life</i>
3. Maintaining and protecting motivation		7. Teach students learner strategies	<i>You should understand not memorize it Explain how vocabulary used in the context Advice about the book that students should read Advice about how students can develop their English during the day, e.g., films, short stories, using smartphones... Don't stress yourself while developing your language</i>
		8. Providing regular encouragement	<i>Use encouragement words Don't stop student with each mistakes Show students that they improve Show students that they achieve most of their goals</i>
		9. Tasks	<i>Do many tasks related to the lesson Do power point presentation Start with Competitive task Do not start with difficult tasks Start with a puzzle or a game Do not use one strategy all the lesson, try to break the routine of the lesson Do a lot of exercises Out of the curriculum activities</i>
4. Encouraging positive self-evaluation		10. Regular feedback	<i>Give written feedback for students Give face to face feedback to students Monitor students' progress.</i>
	Ideal L2 self		<i>Let us speak about what we would like to be in future</i>
	Unclassified items		<i>Increase the students participation during the lesson Be considerate to students with low-English level, so, explain the listen slowly Speak about topics outside the lesson At the end, do revision At the end, do quiz At the end, give interesting homework</i>

Appendix 8: The initial randomised questionnaire items

1. An English teacher should create a pleasant atmosphere in the classroom.
2. An English teacher should show her enthusiasm for teaching English.
3. An English teacher should build the curriculum based on students' needs.
4. An English teacher should use the same presentation format for each class.
5. An English teacher should encourage students to set learning goals.
6. An English teacher should invite senior students to share their English learning experiences with the class.
7. An English teacher should explain the purpose of a task.
8. An English teacher should encourage students to select specific goals for themselves.
9. An English teacher should limit the use of rewards to motivate students.
10. An English teacher should allow learners choices about the learning process.
11. An English teacher should provide students with positive feedback.
12. An English teacher should provide encouragement.
13. An English teacher should encourage students to imagine themselves using English in their future career.
14. An English teacher should be flexible about goal completion deadlines.
15. An English teacher should create a supportive classroom climate that allows students to make mistakes.
16. An English teacher should use small-group tasks where students can mix.
17. An English teacher should introduce authentic materials, such as an article from an English newspaper.
18. An English teacher should avoid giving students the opportunity to socialise.
19. An English teacher should use learning technology in her classes such as computer.
20. An English teacher should draw students' attention to the content of the task.
21. An English teacher should share the reasons for her interest in English with her students.
22. An English teacher should show students that they need to work out the tasks by themselves without the help of their teacher.
23. An English teacher should encourage group presentations.
24. An English teacher should recognise students' progress.
25. An English teacher should offer rewards for participating in activities.
26. An English teacher should invite successful role models to class.
27. An English teacher should make clear to students that being grammatically correct in speaking is more important than communicating meaning effectively.
28. An English teacher should select tasks which require students' movement in the classroom, such as role plays.
29. An English teacher should offer ongoing feedback.
30. An English teacher should pay attention and listen to each student.
31. An English teacher should avoid public comparison, between successful and unsuccessful students.
32. An English teacher should avoid stating the objectives of each class.
33. An English teacher should encourage students to imagine themselves using English when travelling abroad.
34. An English teacher should draw her learners' attention to their strengths and abilities.
35. An English teacher should show to students how particular activities help them to attain their goal.

36. An English teacher should teach her students self-motivating strategies, such as self encouragement.
37. An English teacher should avoid celebrating students' success.
38. An English teacher should increase the amount of English she uses in the class.
39. An English teacher should show students that she cares about their progress.
40. An English teacher should present tasks in a motivated way.
41. An English teacher should encourage students to imagine the future situations where they need English.
42. An English teacher should be serious minded in the classroom.
43. An English teacher should help learners accept the fact that they will make mistakes as part of the learning process.
44. An English teacher should relate the subject matter to the students' everyday experiences.
45. An English teacher should make tasks challenging.
46. An English teacher should give students choices about when they will be assessed.
47. An English teacher should remind students of their duties to learn English.
48. An English teacher should encourage learners to explore English community, such as watching English TV channels.
49. An English teacher should try to reduce students' language anxiety when they are speaking in English.
50. An English teacher should remind students of the benefits of mastering English.
51. An English teacher should organise outings.
52. An English teacher should be the responsible about choosing the time of test.
53. An English teacher should encourage students to imagine themselves using English to communicate with international friends.
54. An English teacher should help students develop realistic beliefs about their progress in English language learning.
55. An English teacher should give the students choices about how they will be assessed.
56. An English teacher should limit her personal relationship with her students.
57. An English teacher should include activities that lead to the completion of whole group tasks, such as project work.
58. An English teacher should invite L2 speaker to class.
59. An English teacher should indicate to her students that she believes in their effort to learn English.
60. An English teacher should advice students to use English in the classroom rather than outside classroom.
61. An English teacher should teach students specific learning techniques such as the way of memorising vocabulary.
62. An English teacher should be ready to answer the academic questions of students.
63. An English teacher should use an interesting opening activity to start each class.
64. An English teacher should provide face-to-face feedback to students about their progress.
65. An English teacher should exclude students from designing and running the English course.
66. An English teacher should make sure grades reflect students' effort.

Appendix 9: Deleted questionnaire items after the pilot study

1. An English teacher should use the same presentation format for each class.
2. An English teacher should be flexible about goal completion deadlines.
3. An English teacher should avoid giving students the opportunity to socialise.
4. An English teacher should show students that they need to work out the tasks by themselves without the help of their teacher.
5. An English teacher should make clear to students that being grammatically correct in speaking is more important than communicating meaning effectively.
6. An English teacher should avoid public comparison, between successful and unsuccessful students.
7. An English teacher should avoid stating the objectives of each class.
8. An English teacher should be serious-minded in the classroom.
9. An English teacher should remind students of their duties to learn English.
10. An English teacher should be the responsible about choosing the time of tests.
11. An English teacher should limit her personal relationship with her students.
12. An English teacher should advise students to use English in the classroom rather than outside classroom.
13. An English teacher should exclude students from designing and running the English course.
14. Limit the use of rewards to motivate students.
15. Avoid celebrating students' success.
16. Teach students specific learning techniques such as the way of memorising vocabulary.

Appendix 10: Questionnaire items added and modified after the pilot study

Adopted new items from previous literature	Positively worded items	Modified items
<ol style="list-style-type: none"> 1. Encourage students to try harder. 2. Design tasks that are within the students' ability. 3. Encourage students to share personal experiences and thoughts 4. Allow students to get to know each other 	<ol style="list-style-type: none"> 1. Establish good relationship with students. 2. Teacher should state the objectives of each class. 3. Involve students in designing and running the English course. 4. Teacher should bring in and encourage humour. 5. Teacher should try to break the routine by varying the presentation format. 6. Offer rewards in a motivational manner 7. Teacher should celebrate students' success 	<ol style="list-style-type: none"> 1. Encourage students to set English learning goals.

Appendix 11: Main study questionnaire- randomised items

1. Establish good relationship with students.
2. Offer ongoing feedback.
3. Allow students to get to know each other.
4. Show her enthusiasm for teaching English.
5. Offer rewards for participating in activities.
6. Reduce students' language anxiety when they are speaking in English.
7. Bring in and encourage humour.
8. Invite senior students to share their English learning experiences with the class.
9. Allow students choices about the learning process.
10. Create a pleasant atmosphere in the classroom.
11. Avoid giving students the opportunity to socialise.
12. Provide students with positive feedback.
13. Help students accept the fact that they will make mistakes as part of the learning process.
14. Include activities that lead to the completion of whole group tasks, such as project work.
15. Show students how particular activities help them to attain their goal.
16. Encourage students to explore English community, like watching English TV channels.
17. Encourage students to imagine themselves using English when travelling abroad.
18. Create a supportive classroom climate that allows students to make mistakes.
19. Teach her students self-motivating strategies, such as self-encouragement.
20. Select tasks which require students' movement in the classroom, such as role plays.
21. Make sure grades reflect students' effort.
22. Advise students to use English in the classroom rather than outside classroom.
23. Make tasks challenging.
24. Pay attention and listen to each student.
25. Use authentic materials, such as an article from an English newspaper.
26. Encourage students to try harder
27. Increase the amount of English she uses in the class.
28. Share the reasons for her interest in English with her students.
29. Invite successful role models to class.
30. Involve students in designing and running the English course
31. Be ready to answer academic questions of students.
32. Encourage students to imagine themselves using English to communicate with international friends.
33. Remind students of their duties to learn English.
34. Build the lesson plans based on students' needs.
35. Give students choices about how they will be assessed.
36. Draw students' attention to the content of the task.
37. Use learning technologies in her classes such as computer.
38. Indicate to her students that she believes in their efforts to learn English.
39. Offer rewards in a motivational manner.
40. Draw her students' attention to their strengths and abilities.

41. Provide face to face feedback to students about their progress.
42. Design tasks that are within the students' ability
43. Give students choices about when they will be assessed.
44. Be serious-minded in the classroom.
45. Show students that she cares about their progress.
46. Encourage group work.
47. Explain the purpose of a task.
48. Break the routine by varying the presentation format.
49. Help students develop realistic beliefs about their progress in English language learning.
50. Recognise students' academic progress.
51. Use small-group tasks where students can mix.
52. Present tasks in a motivated way.
53. Invite an English speaker to class.
54. Encourage students to set English learning goals.
55. Be the responsible about choosing the time of tests.
56. Remind students of the benefits of mastering English.
57. Encourage students to imagine the future situations where they will need English.
58. Celebrate students' success.
59. Encourage students to share personal experiences and thoughts
60. Provide encouragement.
61. Use an interesting opening activity to start each class.
62. Relate the subject matter to the students' everyday experiences.
63. Organise outings.
64. State the objectives of each class.
65. Encourage students to imagine themselves using English in their future career.

Appendix 12: Teacher questionnaire (English version)

Informed consent

The title of the study: Motivational strategies: the perceptions of EFL teachers and students in the Saudi higher education context (**Teacher form**)

Name: Eman Alshehri

You are invited to consider participating in this research study which examines teachers' and students' perceptions about some teaching practices which can motivate students. You will need to answer a questionnaire about your views regarding some teaching practices used to motivate students. It is not a test, so there are no "right" or "wrong" answers and you do not have to write your name. Please give your answer sincerely, only this will ensure the success of this study.

Your participation in this study is voluntary. If you decide to take part you are still free to withdraw at any time and without giving a reason.

Your participation will involve completing a questionnaire that will take approximately 20 minutes. Your responses will be confidential and we do not collect identifying information such as your name, email address. However, if you are willing to participate in the follow up interviews, you can write your contact details at the end of the questionnaire.

The questionnaire consists of three parts; the first part is about your perceptions about motivational teaching practices. The second section includes general questions (such as age, nationality) and the last part invites you to participate in the follow up interviews.

The information in the study records will be kept confidential. Data will be stored securely and will be made available only to researcher. You will not be asked to write your name in the questionnaire. By the end of the research, all questionnaires and interviews recordings will be destroyed. Your name or any contact details will not be written on the interview transcripts. In addition, any details which potentially could identify you will also be removed or changed.

The results of the study will be used in my PhD thesis. In addition, the results might be presented at academic conferences and in academic journals.

This study is a part of PhD thesis conducted at the University of Salford, UK and is sponsored by King Abdulaziz University as the researcher is a member of this university.

If you have any questions about the research study, please contact me at my email address e.alshehri@edu.salford.ac.uk

Researcher name: Eman Alshehri

❖ I have read the information about the study:

- Signature:
- Date:

The perceptions of EFL teachers about motivational strategies (Teacher form)

Part one: Teaching practices used to motivate students

Following is a list of teaching practices which can be used by English teachers in classroom. Please choose an answer that best describes your level of **agreement or disagreement** with each practice **in term of motivating your students to learn English**. You can show your agreement by putting (√) at the choice that best describe your level of agreement.

For example, If you disagree completely with the following statement, you should choose the 'strongly disagree' option.

An English teacher should.....	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
Do a quiz each week.	√					

An English teacher should.....	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. Establish good relationship with students.						
2. Offer ongoing feedback.						
3. Allow students to get to know each other.						
4. Show her enthusiasm for teaching English.						
5. Offer rewards for participating in activities.						
6. Reduce students' language anxiety when they are speaking in English.						
7. Bring in and encourage humour.						
8. Invite senior students to share their English learning experiences with the class.						
9. Allow students choices about the learning process.						
10. Create a pleasant atmosphere in the classroom.						
11. Avoid giving students the opportunity to socialise.						
12. Provide students with positive feedback.						
13. Help students accept the fact that they will make mistakes as part of the learning process.						
14. Include activities that lead to the completion of whole group tasks, such as project work.						
15. Show students how particular activities help them to attain their goal.						
16. Encourage students to explore English community, like watching English TV channels.						
17. Encourage students to imagine themselves using English when travelling abroad.						

An English teacher should.....		Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
18.	Create a supportive classroom climate that allows students to make mistakes.						
19.	Teach her students self-motivating strategies, such as self encouragement.						
20.	Select tasks which require students' movement in the classroom, such as role plays.						
21.	Make sure grades reflect students' effort.						
22.	Advise students to use English in the classroom rather than outside classroom.						
23.	Make tasks challenging.						
24.	Pay attention and listen to each student.						
25.	Use authentic materials, such as an article from an English newspaper.						
26.	Encourage students to try harder						
27.	Increase the amount of English she uses in the class.						
28.	Share the reasons for her interest in English with her students.						
29.	Invite successful role models to class.						
30.	Involve students in designing and running the English course						
31.	Be ready to answer academic questions of students.						
32.	Encourage students to imagine themselves using English to communicate with international friends.						
33.	Remind students of their duties to learn English.						
34.	Build the lesson plans based on students' needs.						
35.	Give students choices about how they will be assessed.						
36.	Draw students' attention to the content of the task.						
37.	Use learning technologies in her classes such as computer.						
38.	Indicate to her students that she believes in their efforts to learn English.						
39.	Offer rewards in a motivational manner.						
40.	Draw her students' attention to their strengths and abilities.						
41.	Provide face to face feedback to students about their progress.						

An English teacher should.....		Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
42.	Design tasks that are within the students' ability						
43.	Give students choices about when they will be assessed.						
44.	Be serious-minded in the classroom.						
45.	Show students that she cares about their progress.						
46.	Encourage group work.						
47.	Explain the purpose of a task.						
48.	Break the routine by varying the presentation format.						
49.	Help students develop realistic beliefs about their progress in English language learning.						
50.	Recognise students' academic progress.						
51.	Use small-group tasks where students can mix.						
52.	Present tasks in a motivated way.						
53.	Invite an English speaker to class.						
54.	Encourage students to set English learning goals.						
55.	Be the responsible about choosing the time of tests.						
56.	Remind students of the benefits of mastering English.						
57.	Encourage students to imagine the future situations where they will need English.						
58.	Celebrate students' success.						
59.	Encourage students to share personal experiences and thoughts.						
60.	Provide encouragement.						
61.	Use an interesting opening activity to start each class.						
62.	Relate the subject matter to the students' everyday experiences.						
63.	Organise outings.						
64.	State the objectives of each class.						
65.	Encourage students to imagine themselves using English in their future career.						

Part two: General information

Instruction: Please provide the following information by ticking (✓) in the box or writing your response in the space.

1. Age:	<input type="checkbox"/> 20- 30	<input type="checkbox"/> 31- 40	<input type="checkbox"/> 41- 50	<input type="checkbox"/> 51- 60	<input type="checkbox"/> Other, (Please specify).....
2. Nationality:	<input type="checkbox"/> Saudi	<input type="checkbox"/> Other, (Please specify).....			
3. Gender:	<input type="checkbox"/> Female	<input type="checkbox"/> Male			
4. Your last academic degree:	<input type="checkbox"/> Diploma	<input type="checkbox"/> Bachelor	<input type="checkbox"/> Master	<input type="checkbox"/> PhD	<input type="checkbox"/> Other, (Please specify).....
5. Your English teaching training qualification:	<input type="checkbox"/> TESOL: Teaching English to speakers of other languages.		<input type="checkbox"/> TEFL: Teaching English as a foreign language.		
	<input type="checkbox"/> CELTA: Certificate of English language teaching to adults.		<input type="checkbox"/> DELTA: Diploma in English language teaching to adults.		
	<input type="checkbox"/> None of the above		<input type="checkbox"/> Other, (Please specify).....		
6. How long have you been teaching English?	<input type="checkbox"/> Less than one year	<input type="checkbox"/> From 1 to 5 years	<input type="checkbox"/> From 6 to 10 years	<input type="checkbox"/> From 11 to 15 years	<input type="checkbox"/> More than 15 years
7. Where do you work?	<input type="checkbox"/> King Abdulaziz University	<input type="checkbox"/> Effat University	<input type="checkbox"/> Dar Al Hekma college	<input type="checkbox"/> Other, (Please specify).....	
8. University type:	<input type="checkbox"/> Government		<input type="checkbox"/> Private		

Part three: Future interview

Instruction: you are invited to participate in the follow up interviews which will be about the teaching practices that can be used to motivate students in English classrooms. The interview is very important for supporting the findings of the questionnaire, and your participation will add invaluable data to the study. The interview will be in Arabic, last around 30 minutes, and will be recorded.

If you would be willing to participate in the interview, please write the following information. Otherwise, you can leave it blank.

Name:..... University or college:.....

Mobile number:..... Email:.....

Thank you for your participation 😊

Appendix 13: Student questionnaire (English version)

Informed consent

The title of the study: Motivational strategies: the perceptions of EFL teachers and students in the Saudi higher education context **(Student form)**

Name: Eman Alshehri

You are invited to consider participating in this research study which examines teachers' and students' perceptions about some teaching practices which can motivate students. You will need to answer a questionnaire about your views regarding the some teaching practices used to motivate students. It is not a test, so there are no "right" or "wrong" answers and you do not have to write your name. Please give your answer sincerely, only this will ensure the success of this study.

Your participation in this study is voluntary. If you decide to take part you are still free to withdraw at any time and without giving a reason. Choosing to either take part or not in the study will have no impact on your marks and assessments.

Your participation will involve completing a questionnaire that will take approximately 20 minutes. Your responses will be confidential and we do not collect identifying information such as your name, email address. However, if you are willing to participate in the follow up interviews, you can write your contact details at the end of the questionnaire.

The questionnaire consists of three parts; the first part is about your perceptions about motivational teaching practices. The second section includes general questions (such as age, nationality) and the last part invites you to participate in the follow up interviews.

The information in the study records will be kept confidential. Data will be stored securely and will be made available only to researcher. You will not be asked to write your name in the questionnaire. By the end of the research, all questionnaires and interviews recordings will be destroyed. Your name or any contact details will not be written on the interview transcripts. In addition, any details which potentially could identify you will also be removed or changed.

The results of the study will be used in my PhD thesis. In addition, the results might be presented at academic conferences and in academic journals.

This study is a part of PhD thesis conducted at the University of Salford, UK and is sponsored by King Abdulaziz University as the researcher is a member of this university.

If you have any questions about the research study, please contact me at my email address e.alshehri@edu.salford.ac.uk

Researcher name: Eman Alshehri

❖ I have read the information about the study:

- Signature:
- Date:

The perceptions of EFL students about motivational strategies (Student Form)

Part one: Teaching practices used to motivate students

Instruction: Following is a list of teaching practices which can be used by English teachers in classroom. Please choose an answer that best describes your level of **agreement or disagreement** with each practice **in terms of motivating you to learn English**. You can show your agreement by putting (√) at the choice that best describe your level of agreement.

For example, If you disagree completely with the following statement, you should choose the 'strongly disagree' option.

An English teacher should.....	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
Do a quiz each week.	√					

An English teacher should.....	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. Establish good relationship with students.						
2. Offer ongoing feedback.						
3. Allow students to get to know each other.						
4. Show her enthusiasm for teaching English.						
5. Offer rewards for participating in activities.						
6. Reduce students' language anxiety when they are speaking in English.						
7. Bring in and encourage humour.						
8. Invite senior students to share their English learning experiences with the class.						
9. Allow students choices about the learning process.						
10. Create a pleasant atmosphere in the classroom.						
11. Avoid giving students the opportunity to socialise.						
12. Provide students with positive feedback.						
13. Help students accept the fact that they will make mistakes as part of the learning process.						
14. Include activities that lead to the completion of whole group tasks, such as project work.						
15. Show students how particular activities help them to attain their goal.						
16. Encourage students to explore English community, like watching English TV channels.						
17. Encourage students to imagine themselves using English when travelling abroad.						

An English teacher should.....		Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
18.	Create a supportive classroom climate that allows students to make mistakes.						
19.	Teach her students self-motivating strategies, such as self encouragement.						
20.	Select tasks which require students' movement in the classroom, such as role plays.						
21.	Make sure grades reflect students' effort.						
22.	Advise students to use English in the classroom rather than outside classroom.						
23.	Make tasks challenging.						
24.	Pay attention and listen to each student.						
25.	Use authentic materials, such as an article from an English newspaper.						
26.	Encourage students to try harder						
27.	Increase the amount of English she uses in the class.						
28.	Share the reasons for her interest in English with her students.						
29.	Invite successful role models to class.						
30.	Involve students in designing and running the English course						
31.	Be ready to answer academic questions of students.						
32.	Encourage students to imagine themselves using English to communicate with international friends.						
33.	Remind students of their duties to learn English.						
34.	Build the lesson plans based on students' needs.						
35.	Give students choices about how they will be assessed.						
36.	Draw students' attention to the content of the task.						
37.	Use learning technologies in her classes such as computer.						
38.	Indicate to her students that she believes in their efforts to learn English.						
39.	Offer rewards in a motivational manner.						
40.	Draw her students' attention to their strengths and abilities.						
41.	Provide face to face feedback to students about their progress.						

An English teacher should.....		Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
42.	Design tasks that are within the students' ability						
43.	Give students choices about when they will be assessed.						
44.	Be serious-minded in the classroom.						
45.	Show students that she cares about their progress.						
46.	Encourage group work.						
47.	Explain the purpose of a task.						
48.	Break the routine by varying the presentation format.						
49.	Help students develop realistic beliefs about their progress in English language learning.						
50.	Recognise students' academic progress.						
51.	Use small-group tasks where students can mix.						
52.	Present tasks in a motivated way.						
53.	Invite an English speaker to class.						
54.	Encourage students to set English learning goals.						
55.	Be the responsible about choosing the time of tests.						
56.	Remind students of the benefits of mastering English.						
57.	Encourage students to imagine the future situations where they will need English.						
58.	Celebrate students' success.						
59.	Encourage students to share personal experiences and thoughts						
60.	Provide encouragement.						
61.	Use an interesting opening activity to start each class.						
62.	Relate the subject matter to the students' everyday experiences.						
63.	Organise outings.						
64.	State the objectives of each class.						
65.	Encourage students to imagine themselves using English in their future career.						

Part two: General information

Instruction: Please provide the following information by ticking (✓) in the box or writing your response in the space.

1. Age:	<input type="checkbox"/> 18- 25	<input type="checkbox"/> 26-35	<input type="checkbox"/> Other, (Please specify).....	
2. Nationality:	<input type="checkbox"/> Saudi	<input type="checkbox"/> Other, (Please specify).....		
3. Gender:	<input type="checkbox"/> Female	<input type="checkbox"/> Male		
4. Your last academic degree:	<input type="checkbox"/> Secondary school certificate (Art)	<input type="checkbox"/> Secondary school certificate (Science)	<input type="checkbox"/> Other, (Please specify).....	
5. Where do you study?	<input type="checkbox"/> King Abdulaziz University	<input type="checkbox"/> Effat University	<input type="checkbox"/> Dar Al Hekma college	<input type="checkbox"/> Other, (Please specify).....
6. University type:	<input type="checkbox"/> Government <input type="checkbox"/> Private			
7. Your English level:	<input type="checkbox"/> Beginner	<input type="checkbox"/> Pre-intermediate	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Upper-intermediate <input type="checkbox"/> Other, (Please specify).....
8. What is your score in the English language test?	<input type="checkbox"/> University placement test <input type="checkbox"/> IELTS..... <input type="checkbox"/> TOFEL..... <input type="checkbox"/> Other, (Please specify).....			
9. In which academic department are you planning to study?	<input type="checkbox"/> History	<input type="checkbox"/> Medicine	<input type="checkbox"/> Computer Sciences	<input type="checkbox"/> Arabic language
	<input type="checkbox"/> Management	<input type="checkbox"/> Interior design	<input type="checkbox"/> Other, (Please specify).....	
10. Is your future academic department, in which you plan to study, taught in English?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I do not know			

Part three: Future interview

Instruction: you are invited to participate in the follow up interviews which will be about the teaching practices that can be used to motivate students in English classrooms. The interview is very important for supporting the findings of the questionnaire, and your participation will add invaluable data to the study. The interview will be in Arabic, last around 30 minutes, and will be recorded.

If you would be willing to participate in the interview, please write the following information. Otherwise, you can leave it blank.

Name:..... **University or college:**.....

Mobile number:..... **Email:**.....

Thank you for your participation ☺

Appendix 14: Teacher questionnaire (Arabic version)

الموافقة على المشاركة في البحث

عنوان الدراسة : آراء الأستاذات والطالبات حول استخدام الممارسات التعليمية المحفزة في فصول اللغة الإنجليزية (نموذج المعلمات)

اسم الباحثة : إيمان عجلان الشهري

أنت مدعوة للمشاركة في هذا البحث الذي يدرس وجهات نظر الطالبات وأستاذات اللغة الإنجليزية فيما يتعلق بأهمية بعض الممارسات التعليمية التي من الممكن أن تحفز الطالبات لتعلم اللغة الإنجليزية. تتضمن المشاركة الإجابة على استبيان عن رأيك فيما يتعلق ببعض الممارسات التعليمية في تحفيز الطالبات لتعلم اللغة الإنجليزية. لا يعد هذا الاستبيان اختباراً ، وبالتالي فليس هناك إجابة صحيحة أو خاطئة، والمطلوب منك هو إبداء رأيك الشخصي بكل صراحة وشفافية. تعد المشاركة في هذه الدراسة اختيارية . إذا قررت المشاركة، فإنك لا تزالين تملكين حق الانسحاب في أي وقت ودون إبداء الأسباب.

تتضمن مشاركتك في البحث الإجابة على استبيان عن أهمية الممارسات التعليمية في تحفيز الطالبات لتعلم اللغة الإنجليزية وقد يستغرق ذلك نحو 20 دقيقة. سيتم الاحتفاظ بإجاباتك على هذا الاستبيان بسرية تامة ولن تُجمع معلومات تحدد هويتك كاسمك وعنوان بريدك الإلكتروني. و إذا كان لديك الرغبة للمشاركة في المقابلة التي ستجرى بعد الاستبيان فيمكنك كتابة معلوماتك الشخصية في نهاية الاستبيان.

يحتوي هذا الاستبيان على ثلاثة أجزاء، الجزء الأول يتعلق برأيك حول استخدام بعض الممارسات التعليمية في تحفيز الطالبات لتعلم اللغة الإنجليزية، والجزء الثاني يتضمن أسئلة عامة (مثل العمر ، و الجنسية)، والجزء الأخير يدعوك للمشاركة في المقابلة التي ستجرى لاحقاً.

سيتم الاحتفاظ بالمعلومات الموجودة في سجلات الدراسة بسرية. وسيتم تخزين البيانات بشكل آمن وسوف تتمكن الباحثة فقط من الإطلاع عليها. لن يطلب منك أن تكتب اسمك في الاستبيان. و بحلول نهاية هذا البحث، سيتم إتلاف جميع الاستبيانات والمقابلات المسجلة و لن تتم كتابة اسمك أو معلومات اتصالك في نصوص المقابلة . وبالإضافة إلى ذلك سيتم إلغاء و إزالة أي تفاصيل يحتمل أن تحدد هويتك.

ستستخدم نتائج هذه الدراسة في أطروحة الدكتوراة الخاصة بالباحثة. وبالإضافة إلى ذلك، قد يتم عرض هذه النتائج في المؤتمرات و المجالات الأكاديمية. تعد هذه الدراسة في جامعة سالفورد بالمملكة المتحدة، تحت اشراف جامعة الملك عبد العزيز حيث أن الباحثة عضو هيئة تدريس في الجامعة. إذا كان لديك أي أسئلة حول هذه الدراسة، الرجاء التواصل معي على عنوان بريدي الإلكتروني: e.alshehri@edu.salford.ac.uk

❖ أؤكد أنني قد قرأت المعلومات المذكورة عن الدراسة أعلاه:

التوقيع

التاريخ

ينبغي على معلمة اللغة الإنجليزية.....					
أعلى بدرجة	أعلى بدرجة	أعلى بدرجة	أعلى بدرجة	أعلى بدرجة	أعلى بدرجة
					19. تعليم الطالبات إستراتيجيات تحفيز الذات كطرق تشجيع الذات.
					20. اختيار التمارين التي تتطلب حركة الطالبات كالقيام بعمل مسرحيات.
					21. التأكد من أن الدرجات تعكس جهد الطالبات.
					22. أن تنصح الطالبات باستخدام اللغة الإنجليزية في الفصل الدراسي وليس خارجه.
					23. تقديم تمارين وأنشطة تتسم بالتحدي .
					24. الإهتمام بالطالبات والإستماع بإهتمام لكل واحدة منهن.
					25. استخدام مواد من واقع اللغة الإنجليزية خلال الأنشطة، مثال على ذلك مقال من صحيفة إنجليزية.
					26. تشجيع الطالبات على بذل مجهود أكبر لتعلم اللغة الإنجليزية.
					27. استخدام اللغة الإنجليزية بكثرة في الصف الدراسي.
					28. مشاركة الطالبات أسباب اهتمامها باللغة الإنجليزية.
					29. دعوة شخصيات ناجحة إلى الفصل الدراسي.
					30. اشراك الطالبات في تصميم الخطة الدراسية لمادة اللغة الإنجليزية.
					31. الإستعداد للرد على أسئلة الطالبات المتعلقة بالمادة الدراسية.
					32. تشجيع الطالبات على تخيل أنفسهن يستخدمن اللغة الإنجليزية للتواصل مع أصدقاء من دول مختلفة.
					33. تذكير الطالبات بمسئولياتهن لتعلم اللغة الإنجليزية.
					34. تصميم الخطة الدراسية بما يتوافق مع احتياجات الطالبات.
					35. منح الطالبات خيارات عن كيفية تقييمهن.
					36. جذب انتباه الطالبات إلى محتوى التمرين أو النشاط.
					37. استخدام التكنولوجيا التعليمية في الحصص الدراسية مثل الكمبيوتر.
					38. التوضيح للطالبات أنها تؤمن بالجهد الذي يبذله لتعلم اللغة الإنجليزية.
					39. استخدام المكافآت لتحفيز الطالبات.
					40. لفت انتباه الطالبات إلى نقاط قوتهن وقدراتهن.
					41. أن تعطي كل طالبة بشكل منفرد تعليقاتها عن مستواها وأدائها في تعلم اللغة الإنجليزية.
					42. اختيار التمارين التي تكون في حدود قدرات الطالبات.
					43. منح الطالبات فرصة لإختيار موعد الإختبار.
					44. أن تكون جديفة في الفصل الدراسي.
					45. أن تُظهر لطالبتها اهتمامها بما يحرزونه من تقدم.
					46. تشجيع العمل الجماعي بين الطالبات.
					47. توضيح الغرض من التمارين التي تعرضها على الطالبات.

بمدة أولئك	أولئك	أولئك أولئك	أولئك أولئك	أولئك أولئك	أولئك أولئك	بمدة أولئك	ينبغي على معلمة اللغة الإنجليزية.....
							48. تغيير الروتين الموجود داخل الفصل الدراسي وذلك بتنوع أساليب الشرح.
							49. مساعدة الطالبات على تكوين صورة واقعية عن تقدمهن في تعلم اللغة الإنجليزية.
							50. ملاحظة تحسن المستوى الأكاديمي للطالبات.
							51. طرح التمارين التي يمكن أن تؤديها الطالبات كمجموعات صغيرة وذلك لتتمكن الطالبات من التعرف.
							52. عرض التمارين بطريقة محفزة للطالبات.
							53. دعوة محدثة باللغة الإنجليزية للتحدث للطالبات.
							54. تشجيع الطالبات على تحديد أهدافهم من تعلم اللغة الإنجليزية.
							55. أن تكون المسؤولة عن تحديد وقت اختبار الطالبات.
							56. تذكير الطالبات بفوائد اتقان التحدث باللغة الإنجليزية.
							57. تشجيع الطالبات على تخيل المواقف المستقبلية التي من الممكن أن يحتجن فيها لإستخدام اللغة الإنجليزية.
							58. الإحتفال بنجاح طالباتها.
							59. تشجيع الطالبات على تبادل الخبرات والأفكار الشخصية.
							60. تشجيع الطالبات.
							61. أن تبدأ كل حصة دراسية بنشاط ممتع.
							62. ربط المادة الدراسية بتجارب الطالبات اليومية.
							63. تنظيم رحلات خارجية.
							64. ذكر أهداف كل حصة دراسية.
							65. تشجيع الطالبات على تخيل أنفسهن يستخدمن اللغة الإنجليزية في عملهن المستقبلي.

الجزء الثاني: معلومات عامة

تعليمات: الرجاء الإجابة على الأسئلة التالية وذلك بوضع علامة (√) في المربع بجانب الإختيار المناسب، أو كتابة الإجابة في المكان المخصص له:

1. العمر:	<input type="checkbox"/> 20 - 30	<input type="checkbox"/> 31 - 40	<input type="checkbox"/> 41 - 50	<input type="checkbox"/> 51 - 60	<input type="checkbox"/> أخرى (الرجاء التحديد):.....	
2. الجنسية:	<input type="checkbox"/> السعودية	<input type="checkbox"/> أخرى (الرجاء التحديد):.....				
3. الجنس:	<input type="checkbox"/> أنثى	<input type="checkbox"/> ذكر				
4. آخر مؤهل تعليمي:	<input type="checkbox"/> دبلوم	<input type="checkbox"/> بكالوريوس	<input type="checkbox"/> ماجستير	<input type="checkbox"/> دكتورة	<input type="checkbox"/> أخرى (الرجاء التحديد):.....	

<input type="checkbox"/> تدريس اللغة الإنجليزية للمتحدثين بلغات أخرى (TESOL) <input type="checkbox"/> شهادة تدريس اللغة الإنجليزية للبالغين (CELTA) <input type="checkbox"/> لا شيء مما سبق	<input type="checkbox"/> تدريس اللغة الإنجليزية كلغة أجنبية (TEFL) <input type="checkbox"/> دبلوم تدريس اللغة الإنجليزية للبالغين (DELTA) <input type="checkbox"/> أخرى (الرجاء التحديد).....	5. مؤهلك التدريبي الخاص بتدريس اللغة الإنجليزية:
<input type="checkbox"/> أقل من سنة <input type="checkbox"/> من 1 إلى 5 سنوات <input type="checkbox"/> من 6 إلى 10 سنوات <input type="checkbox"/> من 11 إلى 15 سنوات <input type="checkbox"/> أكثر من 15 سنوات	<input type="checkbox"/> كلية دار الحكمة <input type="checkbox"/> جامعة عفت <input type="checkbox"/> جامعة الملك عبد العزيز <input type="checkbox"/> أخرى (الرجاء التحديد).....	6. منذ متى تُدرسين اللغة الإنجليزية؟ 7. الجامعة التي تعملين فيها:
<input type="checkbox"/> أهلية <input type="checkbox"/> حكومية	<input type="checkbox"/> أهلية <input type="checkbox"/> حكومية	8. نوع الجامعة:

الجزء الثالث: المقابلة الشخصية اللاحقة

تعليمات: أنت مدعوة للمشاركة في المقابلة الشخصية المسجلة اللاحقة والمتعلقة باستخدام الممارسات التعليمية لتحفيز الطالبات أثناء تدريس اللغة الإنجليزية. وهذه المقابلة هامة جدا لدعم نتائج الإستمبان و ستضيف مشاركتك معلومات قيّمة للدراسة. وستكون المقابلة باللغة العربية و ستستمر مايقارب 30 دقيقة.

إذا كان لديك الرغبة للمشاركة في المقابلة، الرجاء كتابة البيانات التالية. أو تركها فارغة في حالة عدم الرغبة:

الإسم: الجامعة أو
 الكلية:.....
 رقم الجوال:..... بريدك
 الإلكتروني:.....

😊 شكرا جزيلا على مشاركتك في هذا الإستمبان 😊

Appendix 15: Student questionnaire (Arabic version)

الموافقة على المشاركة في البحث

عنوان الدراسة : آراء الأساتذات والطالبات حول استخدام الممارسات التعليمية المحفزة في فصول اللغة الإنجليزية (نموذج الطالبات)

اسم الباحثة : إيمان عجلان الشهري

أنت مدعوة للمشاركة في هذا البحث الذي يدرس وجهات نظر الطالبات وأستاذات اللغة الإنجليزية فيما يتعلق بأهمية بعض الممارسات التعليمية التي من الممكن أن تحفز الطالبات لتعلم اللغة الإنجليزية. تتضمن المشاركة الإيجابية على استبيان عن رأيك فيما يتعلق ببعض الممارسات التعليمية في تحفيز الطالبات لتعلم اللغة الإنجليزية. لا يعد هذا الاستبيان اختباراً ، وبالتالي فليس هناك إجابته صحيحة أو خاطئة، والمطلوب منك هو إبداء رأيك الشخصي بكل صراحة وشفافية.

تعد المشاركة في هذه الدراسة اختيارية . إذا قررت المشاركة، فإنك لا تزالين تملكين حق الانسحاب في أي وقت ودون إبداء الأسباب. كما أنها لن تؤثر مشاركتك في هذه الدراسة من عدمها على درجاتك أو تقييمك الدراسي.

تتضمن مشاركتك في البحث الإجابة على استبيان عن أهمية الممارسات التعليمية في تحفيز الطالبات لتعلم اللغة الإنجليزية وقد يستغرق ذلك نحو 20 دقيقة. سيتم الاحتفاظ بإجاباتك على هذا الاستبيان بسرية تامة ولن تُجمع معلومات تحدد هويتك كاسمك وعنوان بريدك الإلكتروني. و إذا كان لديك الرغبة للمشاركة في المقابلة التي ستجرى بعد الاستبيان فيمكنك كتابة معلوماتك الشخصية في نهاية الاستبيان.

يحتوي هذا الاستبيان على ثلاثة أجزاء، الجزء الأول يتعلق برأيك حول استخدام بعض الممارسات التعليمية في تحفيز الطالبات لتعلم اللغة الإنجليزية، والجزء الثاني يتضمن أسئلة عامة (مثل العمر ، و الجنسية)، والجزء الأخير يدعوك للمشاركة في المقابلة التي ستجرى لاحقاً.

سيتم الاحتفاظ بالمعلومات الموجودة في سجلات الدراسة بسرية. وسيتم تخزين البيانات بشكل آمن وسوف تتمكن الباحثة فقط من الإطلاع عليها. لن يطلب منك أن تكتب اسمك في الاستبيان. و بحلول نهاية هذا البحث، سيتم إتلاف جميع الاستبيانات والمقابلات المسجلة و لن تتم كتابة اسمك أو معلومات اتصالك في نصوص المقابلة . وبالإضافة إلى ذلك سيتم إلغاء و إزالة أي تفاصيل يحتمل أن تحدد هويتك.

ستستخدم نتائج هذه الدراسة في أطروحة الدكتوراة الخاصة بالباحثة. وبالإضافة إلى ذلك، قد يتم عرض هذه النتائج في المؤتمرات و المجلات الأكاديمية. تعد هذه الدراسة في جامعة سالفورد بالمملكة المتحدة، تحت إشراف جامعة الملك عبد العزيز حيث أن الباحثة عضو هيئة تدريس في الجامعة. إذا كان لديك أي أسئلة حول هذه الدراسة، الرجاء التواصل معي على عنوان بريدي الإلكتروني: e.alshehri@edu.salford.ac.uk

❖ **أؤكد أنني قد قرأت المعلومات المذكورة عن الدراسة أعلاه:**

..... التوقيع

..... التاريخ

ينبغي على معلمة اللغة الإنجليزية.....					
أقصى بشدة	أقصى	أقصى قليلا	أعرض قليلا	أعرض	أعرض بشدة
					19. تعليم الطالبات إستراتيجيات تحفيز الذات كطرق تشجيع الذات.
					20. اختيار التمارين التي تتطلب حركة الطالبات كالقيام بعمل مسرحيات.
					21. التأكيد من أن الدرجات تعكس جهد الطالبات.
					22. أن تنصح الطالبات باستخدام اللغة الإنجليزية في الفصل الدراسي وليس خارجه.
					23. تقديم تمارين وأنشطة تتسم بالتحدي .
					24. الإهتمام بالطالبات والإستماع بإهتمام لكل واحدة منهن.
					25. استخدام مواد من واقع اللغة الإنجليزية خلال الأنشطة، مثال على ذلك مقال من صحيفة إنجليزية.
					26. تشجيع الطالبات على بذل مجهود أكبر لتعلم اللغة الإنجليزية.
					27. استخدام اللغة الإنجليزية بكثرة في الصف الدراسي.
					28. مشاركة الطالبات أسباب إهتمامها باللغة الإنجليزية.
					29. دعوة شخصيات ناجحة إلى الفصل الدراسي.
					30. اشراك الطالبات في تصميم الخطة الدراسية لمادة اللغة الإنجليزية.
					31. الإستعداد للرد على أسئلة الطالبات المتعلقة بالمادة الدراسية.
					32. تشجيع الطالبات على تخيل أنفسهن يستخدمن اللغة الإنجليزية للتواصل مع أصدقاء من دول مختلفة.
					33. تذكير الطالبات بمسؤولياتهن لتعلم اللغة الإنجليزية.
					34. تصميم الخطة الدراسية بما يتوافق مع احتياجات الطالبات.
					35. منح الطالبات خيارات عن كيفية تقييمهن.
					36. جذب انتباه الطالبات إلى محتوى التمرين أو النشاط.
					37. استخدام التكنولوجيا التعليمية في الحصص الدراسية مثل الكمبيوتر.
					38. التوضيح للطالبات أنها تؤمن بالجهد الذي يبذلنه لتعلم اللغة الإنجليزية.
					39. استخدام المكافآت لتحفيز الطالبات.
					40. لفت انتباه الطالبات إلى نقاط قوتهن وقدراتهن.
					41. أن تعطي كل طالبة بشكل منفرد تعليقاتها عن مستواها وأدائها في تعلم اللغة الإنجليزية.
					42. اختيار التمارين التي تكون في حدود قدرات الطالبات.
					43. منح الطالبات فرصة لإختيار موعد الإختبار.
					44. أن تكون جديّة في الفصل الدراسي.
					45. أن تُظهر لطلابها إهتمامها بما يحرزونه من تقدم.
					46. تشجيع العمل الجماعي بين الطالبات.
					47. توضيح الغرض من التمارين التي تعرضها على الطالبات.

ينبغي على معلمة اللغة الإنجليزية.....					
أولئك بشدة	أولئك	أولئك قليلاً	أولئك باعتدال	أولئك باعتدال	أولئك بشدة
					48. تغيير الروتين الموجود داخل الفصل الدراسي وذلك بتنوع أساليب الشرح.
					49. مساعدة الطالبات على تكوين صورة واقعية عن تقدمهن في تعلم اللغة الإنجليزية.
					50. ملاحظة تحسن المستوى الأكاديمي للطالبات.
					51. طرح التمارين التي يمكن أن تؤديها الطالبات كمجموعات صغيرة وذلك لتمكين الطالبات من التعرف.
					52. عرض التمارين بطريقة محفزة للطالبات.
					53. دعوة متحدثات باللغة الإنجليزية للتحدث للطالبات.
					54. تشجيع الطالبات على تحديد أهدافهم من تعلم اللغة الإنجليزية.
					55. أن تكون المسؤولة عن تحديد وقت اختبار الطالبات.
					56. تذكير الطالبات بفوائد اتقان التحدث باللغة الإنجليزية.
					57. تشجيع الطالبات على تخيل المواقف المستقبلية التي من الممكن أن يحتجن فيها لإستخدام اللغة الإنجليزية.
					58. الإحتفال بنجاح طالباتها.
					59. تشجيع الطالبات على تبادل الخبرات والأفكار الشخصية.
					60. تشجيع الطالبات.
					61. أن تبدأ كل حصة دراسية بنشاط ممتع.
					62. ربط المادة الدراسية بتجارب الطالبات اليومية.
					63. تنظيم رحلات خارجية.
					64. ذكر أهداف كل حصة دراسية.
					65. تشجيع الطالبات على تخيل أنفسهن يستخدمن اللغة الإنجليزية في عملهن المستقبلي.

الجزء الثاني: معلومات عامة

تعليمات: الرجاء الإجابة على الأسئلة التالية وذلك بوضع علامة (√) في المربع بجانب الإختيار المناسب، أو كتابة الإجابة في المكان المخصص له:

1. العمر:	<input type="checkbox"/> 25 - 18	<input type="checkbox"/> 35 - 26	<input type="checkbox"/> أخرى (الرجاء التحديد):.....
2. الجنسية:	<input type="checkbox"/> السعودية	<input type="checkbox"/> أخرى (الرجاء التحديد):.....	
3. الجنس:	<input type="checkbox"/> أنثى	<input type="checkbox"/> ذكر	
4. آخر مؤهل دراسي:	<input type="checkbox"/> شهادة الثانوية (أدبي)	<input type="checkbox"/> شهادة الثانوية (علمي)	<input type="checkbox"/> أخرى (الرجاء التحديد):.....
5. الجامعة التي تدرسين فيها:	<input type="checkbox"/> جامعة الملك عبد العزيز	<input type="checkbox"/> جامعة عفت	<input type="checkbox"/> كلية دار الحكمة <input type="checkbox"/> أخرى (الرجاء التحديد):.....

6. نوع الجامعة: حكومية أهلية

7. مستواك في اللغة الإنجليزية: مبتدئ قبل المتوسط متوسط أعلى من المتوسط أخرى (الرجاء التحديد)

8. ماهي درجتك في اختبار تحديد مستوى اللغة الإنجليزية مثل اختبار التوفل أو اختبار الجامعة البديل؟
 اختبار الجامعة البديل الأيلتس (IELTS) التوفل (TOFEL) أخرى (الرجاء التحديد)
الدرجة: الدرجة: الدرجة: الدرجة:

9. ما هو القسم الأكاديمي الذي ترغبين الالتحاق به؟
 قسم التاريخ قسم علوم الحاسب الآلي قسم اللغة العربية أخرى (الرجاء التحديد)
 الطب قسم الإدارة قسم التصميم الداخلي

10. هل يتم التدريس باللغة الإنجليزية في القسم الأكاديمي الذي ترغبين الالتحاق به؟
 نعم لا لا أعلم

الجزء الثالث: المقابلة الشخصية اللاحقة

تعليمات: أنت مدعوة للمشاركة في المقابلة الشخصية المسجلة اللاحقة والمتعلقة باستخدام الممارسات التعليمية لتحفيز الطالبات أثناء تدريس اللغة الإنجليزية. وهذه المقابلة هامة جدا لدعم نتائج الإستبيان و ستضيف مشاركتك معلومات قيمة للدراسة. وستكون المقابلة باللغة العربية و ستستمر مايقارب 30 دقيقة.

إذا كان لديك الرغبة للمشاركة في المقابلة، الرجاء كتابة البيانات التالية. أو تركها فارغة في حالة عدم الرغبة:

الإسم: الجامعة أو الكلية:

رقم بريدك الإلكتروني: البريد الإلكتروني:

😊 شكرا جزيلا على مشاركتك في هذا الإستبيان 😊

Appendix 16: Teacher and student follow-up interview guidelines

- **Teacher interview guidelines**

1. How do you usually describe your students' motivation to learn English?
2. Tell me about the teaching practices you use when you want to motivate your strategies?
 1. How do your students react to your motivating teaching practices?
 2. Do you think these strategies motivate your students to learn English? Why?
3. What do you think are the most important and effective motivational strategies? Why?
4. Tell me how important are the following motivational teaching practices? Why?
 1. Creating attractive Ideal L2 self
 2. Promoting L2 related values
 3. Teacher behaviour
 4. Goals
 5. Promoting learner autonomy
 6. Presenting task in a motivating way
 7. Creating a pleasant classroom atmosphere
 8. Promoting learner confidence
 9. Learner group
 10. Recognize student efforts
5. Is there anything you want to add?

- **Student interview guidelines**

1. How do you describe your motivation to study English?
2. Tell me about the teaching practices your teacher use to motivate students?
3. How do you react to these motivational teaching practices?
4. Do you think these strategies motivate you to learn English? Why?
5. What do you think are the most important and effective motivational strategies? Why?
6. Tell me how important are the following motivational teaching practices? Why?
 1. Creating attractive Ideal L2 self
 2. Promoting L2 related values
 3. Teacher behaviour
 4. Goals
 5. Promoting learner autonomy
 6. Presenting task in a motivating way
 7. Creating a pleasant classroom atmosphere
 8. Promoting learner confidence
 9. Learner group
 10. Recognize student efforts
7. Is there anything you want to add?

Appendix 17: An excerpt from an interview transcription of an EFL teacher

الباحثة: مع كل هذي الظروف...، ايش الاستراتيجيات التحفيزية اللي تستخدمها لتحفيز الطالبات؟

المعلمة (B): ممكن.. صح انا كنت في البدايه كذا..بس..دحينه احس انو ماعندي وقت.....حتى ودي الاعيهم وودي اعطيهم استراحه...بس احس انو ماعندي وقت و يادوب اخلص على الوقت..بس بعض الاحيان ودي احفزهم..انا صار التحفيز بس كلام...ماعاد احفزهم زي اول....انا اتذكر اول يوم كنت ادرس كنت العيهم وكانوا ينسطو..

الباحثة: هل تعتقد الألعاب كانت تحفز الطالبات.....

المعلمة (B): ايوه...كانوا ينسطوا..لانو احنا اول ماكان عندنا (portfolio- writing folders)..كان بس الكتاب..نركز على الكتاب..دحينه..باصرت العيهم..من يوم صار عندنا اعباء ثانيه...اول شي طلعا لانا portfolio ..نعطيهم زي الكويز كل اسبوع ونصح لهم .. ماعاد فيه وقت..يعني يادوب...صار الحين حاجه writing booklet ..ندرسهم المنهج وبعدين ندرسهم writing booklet ..والحين طلعا لنا شي جديد اللي هو reading circles يعني مناقشات نسويهم في القراءه...يعني يقرؤ قصه ويناقشوها...فصار ماعاد فيه وقت...لانو الحين لما تدخل كل هذي الاشياء...ولازم تخلصين في الاسبوع 2 units ومع القراءه ومع الكتابه first draft and second draft...فتحسي ماعاد فيه وقت..اول كنت صح احفزهم بس الحينه لا...كنت استخدم الألعاب...كنت زمان لما كنت في الفيصليه..كنت اشوف لي رسوم المتحركة أو فيلم متعلقه بالمنهج و تكون مناسبه...مثلا زي شيرلوك هولمز او رسوم متحركه...ايام زمان كانوا ماخذين شي عن الاحتباس الحراري...احيب لهم ice age..فلما كانوا يدرسوا اسماء الحيوانات... في "نورث ستار" المنهج الاول..كنت افرجهم اياه واخليهم يمتلوا..ويسورا دعايات على حاجات عشان يحفظوا الكلمات...يعني اول لما كانوا يستخدموا المبني للمجهول..كنا نجيب الجرايد...يعني كان فيه اشياء حلوه...خاصه اول كل مهاره لحالها...الكتابه والقراءه لحالها..والاستماع والمحادثة لحال..كان يعطينا وقت انا ندرسهم...و كنا ندرسهم على مدى الفصول دراسية ولكن الآن احنا ندرسهم quarterly .. 6 اسابيع نخلص المنهج والمنهج حوالي 12 أو 13 وحدة.. و 2 تقييم للمحادثة... و 2 تقييم للكتابه..وتقييم في منتصف المنهج وتقييم نهائي...يعني مره كثير وكليا في 6 اسابيع..و عشان كذا مافيه وقت ..انا اول..لانو كان النظام في النورث ستار...كان كتابين...فكان تجيبهم معلمتين...يعني صح انا ادرس كلاسين نفس الكتاب..كنت ادرس قراءه وكتابه و زميلتي تدرس محادثه واستماع...فحلو كان فيه تنوع في المعلمات..اول كان كلاس الانجليزي ساعتين ونص..صح كنت ادرس مرتين اطلع من كلاس و اروح كلاس ثاني...في اليوم...الحين صح اني ادرس مره وحده في اليوم ..بس انه متعب 3 ساعات متواصله.. بس لما تروحي كذا الكلاس وحتى بالنسبه للمعلمه انا ابدأ هنا واذا حسيت انو فيه اشياء هم مافهموها..احسن نفسي في الكلاس الثاني...اذا حسيت في شي مافهمه..عرفت الطريقه اللي تفهمهم..افرجهم الفيلم واحط لهم الترجمة بالانجليزي...اعطيهم ورقه واكتب لهم اسئله اجهزها في البيت..ايش الاحتباس الحراري..منها تثقيف..ومنها متعلق بالمنهج...ويعني في بعض المعلمات كانوا يدرسوا البنات برا...يعني كان المبني يساعد...كانوا ياخذوهم في مكان ثاني...احسه يحفزهم..احنا المبني صغير فالاحس انو المعلمه لو شرحت برا ماراح يكون فيه مكان...حلو للحلقات القراءه والمناقشات...حلو لما يقعدو على المسطحات الخضراء ..يناقشوا القصه...بس لما يكون ازعاج ولما يكون المبني مو كبير...تحسي محدوده الاماكن...

الباحثة: تحسي انو تنوع المعلمات وانك تدرسي مهارتين و تقليل وقت تدريس الانجليزي..تحسي هذي الاشياء تلعب دور في تحفيز الطالبات؟

المعلمة (B): ايوه، تلعب دور..وحتى المعلمه لما تشوف البنات طفشانين...هيه تتأثر نفسيته...حتى بعض الاحيان لما تجي تلعبين هم..تحسيهم ماهم معاكي في اللعبه لانهم خلاص بيغوا يروحوا البيت..لانو خلاص عارفين انو مهمما سويتي و مادري ايش..خلاص احنا كلاسنا طويل..انا لاحظت هذي المشكله..لاحظت..لما كنت ادرس نورث ستار...حسيت انو انا معلمه..بس من يوم بديت...في quarter system..انو لازم نخلص..بالضغط هذا على مدى 6 اسابيع...احنا كنا على مدى ترم احلى...بعدين البنات لما يكونو على مدى ترم مع بعض...يكونوا علاقات...انا الى الحين ماني ناسيه البنات اللي درستهم اول...الحين من كثرهم..مافتكر ولا وحده فيهم الا من فين وفين...لكن حتى المعلمه تكون علاقه حلوه مع الطالبات..بعدين حتى لو نقلو الترم الثاني مع معلمه ثانيه عادي...لكن مساكين هذولا اللي كل ست اسابع مع معلمه...وبعديهم مره ثانيه يروحو عند معلمه ثانيه...حتى لو كانت المعلمه احسن من الاولى لكن لانهم تعودوا عليها و تفرقوا ...لانو حتى لما ينقلو ويروحو مستوى ثاني..يتوزعوا البنات..مممكن فيه بنتين او 3 يكونوا مع بعض...فيؤثر على نفسيهم...غير انهم هم تشتتوا...انا شفت بنات عندي في الكلاس..تقول يامعلمه احنا نبغى الكلاس القديم.....افتقدهم وانا ماني طايقه هذا الكلاس...يعني ماهم منسجمين مع بعض...و لا هم منسجمين مع المعلمه الجديده حتى لو كانت جيده...ماههم معطينها فرصه..بنواجه هنا مشكله بمجرد مانروح مستوى ثاني..كل البنات..يروحووا يشتكو و يقولو نبغى نغير شعبه.....لما عن النهايه بيدوا يتوزعوا...وياخذ وقت على بال مايتأقلموا مع

الكلاس الجديد... يعني حتى لما تجي تلاعبينهم... لما يكون على مدى الترم ويعرفوا بعض... ما يستحوا من بعض... و حتى لما يتكلموا محادثه قدام بعض.. مثلا انو تعلم مع بعض وزى كذا.. انا طالباتي كنا نجلس مع بعض... بعض الاحيان يجيبوا اكل ونجلس مع بعض... يعني احسه انو حلو... يعني حتى لما كانوا يتكلموا... ماهم خايفين عشانهم مع بعض و عارفين بعض... حتى يرتبكوا.. تعرفين لما يروحوا مع كلاس جديد ماراح يحسوا انو ندهم الدافع انهم يتكلموا.. ويرضو راح يكون عندهم الخوف من الحديث امام الناس لانهم ماهم متعودين على البنات هذولا... والمعلمه ماتقدر في هذا الوقت القصير تشوف قد ايش البنات تطورت.. يعني انا اتذكر بنت لما كنت ادرسها كتابه.. في البدايه ماكانت تعرف تكتب حتى سطرين على بعض... في نهايه ماده الترم... صارت تكتب قطعه و شوي شوي صارت تكتب مقال. صارت تقول لي انا ماكنت اكتب سطرين... فشفت التطور يعني... لما كنت اساعدهم و اعطيهم ارشادات يمشوا عليها في البدايه... بعدين يزيديو من عندهم فكان مره حلو... دحين يدوب تلاقي دافع عند الطالبات... بعدين في نقطه مهمه انو لما المعلمات لما يتقاسموا الكلاس.. مره مو حلو..

الباحثة: هم كيف sharing sections؟

المعلمه (B): في بعض المعلمات تقول انا ادرس القراءة والكتابة و انت تدرسي قواعد اللغة والمفردات... يتقسموا المهارات مع بعض... بعض الاحيان محل ماوقفت تكمل الثانيه... وبعض على حسب الوحدات انا وحده كذا وانتي وحده كذا... فاول شي يسبب لخبطه... و ثاني شي ان المعلمه ماتحس انو فيه رابط بينها وبين الطالبات... خاصه انو فيه فيه معلمات يدرسو يومين في الاسبوع... انا جريت درست يومين في الاسبوع... ما حسيت انوا... مهما كنت ابغى اعطي, ومهما اشرح.. ما احس اني قريبه من طالباتي... عارفه حتى نهايه الترم يدوب حفظت لي اسم كم وحده... لانو يومين في الاسبوع اللي ادرسهم و ما اعرف الا اللي يشاركون معاه كثير... لكن لما يكون الترم طويل... اعرف المستوى حقهم فحلو... حتى انهم يلاقو صعوبه... انا ادرس بطريقه.. تجي الثانيه ماتدرس بطريقه... انا من زمان كنت اخذ الفصل كامل(فل سيكشن) صح كان جدا متعب.. لانو الساعات طويله.. بس اتذكر من جد لاحظت تغيرات.. البنات كانوا يقولون ايش.. المتوى الثالث مايعرفوا يكتبوا مقال... لانوا ايش انا دربتهم من البدايه.. كان اول ماده.. وكانوا متحمسين.. فلما كنت اأسسهم مع بعض وكان كلاسي كل يوم فعرفتهم وعرفوني وصرنا مقربين.. صح شهرين بس لانه كل يوم غير لما يشوفوني 3 ايام في الاسبوع... من زمان من جد لاحظت التغيرات.. احس انو مو لازم المعلمه تسوي.. PowerPoint... هذا يعتمد على كاريما المعلمه.. مو لازم تلاعبهم... اسلوبها سبحان الله حتى لو ماتكتب على السبوره... يعتمد على المعلمه.

الباحثة: وأنت ترى أن علاقتك مع الطالبات يؤثر على دوافعهم؟

المعلمه (B): ابوه يؤثر... إذا كنت فريندلي معهم ولكن صارمة مره.. او كيه يمشو لكن مو... صح تكوني فريندلي.. بس لازم يكون فيه حدود... أهم شيء... انا اقلهم دايم (feel free to commit mistakes).. انا احي اشجعهم واقلمهم انا احب اللي يغلط.. اكثر من اللي يجاوبوا صح... لانو ليه.. انا اقلهم انتي بغلطك تنبهيني على اشياء مهمه.. بعدين لما هيه تغلط.. اقلها دحينه انتي ماراح تنسينها في الاختبار في هذي النقطه... يصير من جد تتذكرها... ثاني شي لما تغلط اقلها انا احبك... اشجعها ليش.. لانني لاحظت انو هذا بيعمل فرق.. ليه.. البنات بيشاركو... كانوا يخافون انهم يغلطوا.. بس لما يعرفون انهم عادي حتى لو انت شاكه في الاجابه انتي ممكن تنبهيني.. ممكن مثلا حتى لو غلطتي وانا صححت لك.. احسن لك من لو تغلطتي في الاختبار راح تفكرني كلامي.. ثاني شي اعرف لما انتي بتغلطي انو هذي النقطه لسي عندكم فيها مشكله.. فاشرحها كويس بطريقه ثانيه.. ثاني شي اقلهم انتي بعض الطالبات الثانيين يستحون ومايرفعوا يدينهم عشان يسألوا المعلمه انها تشرح مره ثانيه بالتفصيل.. فانتي بغلطكي وفرت للثانين... انتي عارفه انهم في المحادثه لما نخبرهم في بنات يدوخون من الخوف وانهم يرتجفوا.. وهذي مره مشكله في المحادثه.. انا قتلهم انو صح هيه (number one fear and death come second) بس قتلهم... انتو مو متوقع منكم انكم تكونو perfect.. اقلهم انتو اصلا هنا عشان تتعلموا.. اختبار المحادثه يكون قدام المعلمه واول كان قدام البنات بس يعني زي ماقلت لك.. كان نظامنا يسوو عرض ايام نورث ستار.. فكان احسن.. ليش.. صح بعضهم كانوا خايفين ويرتبكوا وبعضهم بيكوا وبنهارو... لكن ايه... يكونوا احسن لانهم متعودين على صحبتاتهم...

الباحثة: بس ايش تتوقعي السبب انهم يوصلوا هذه المرحلة من الخوف....

المعلمه (B): أول شي الخوف من الدرجات انهم مايبغوا ينقصو.. فتحسي انهم مايبغوا ينقصوا.. تروح الاختبار خلاص... تكون متشنجه.. انا دايم اقلهم انا ماراح احاسبكم على اغلاظكم... حتى لو غلطتي في القواعد والمحدثه.. في البدايه اول مره اسويلهم كذا.. اقلهم.. اهم شي تكوني واثقه من نفسك.. اذا شفنتك ترتبكي.. وشفنتك مرتاحه وواثقه من نفسك... عشان هيه اذا كانت مرتاحه وواثقه من نفسها حتسمع السؤال كويس وراح تجاوب كويس... اذا كانت مرتبكه ماراح تسمع كويس.. حسيت انو نفع مع البنات... يعني انا لما اختبرت البنات محادثه.. قلت لهم شوفوا انا ماراح اركز في اخطاء النطق والقواعد.. اذا ماجاوبتيني راح انقصك واذا كنتي مرتبكه وخايفه.. قتلهم حرام كبدايه... في المره الثانيه قلت لهم.. انا راح احاسب.. لانني انا ابغاهم اول فتره

يرتاحوا...ممكن سبب ثاني للربكه..انهم مايغيوا يكونوا قدام صاحباتهم اقل...يعني يبغيوا يكونوا الافضل...لكن بعض الاحيان انا اقلهم كلكم في نفس المستوى لما اختبرتمو اختبار تحديد المستوى...يعني في واحد عندها مشكلة في القراءة بس ماعندها مشكله في القواعد والثانيه عندها مشكله في القواعد.....دايما اقلهم انتم احرار في ارتكاب الاخطاء ولا تترددو في طرح الأسئلة...هذا علامة للذكاء لما انتي تشاركين....لا تقبلون اي شيء انا اقله..بعض الاحيان انا اغلط..حتى لما وحده تنبهنى لنقطه مهمه في الشرح لما انا انسى..اثني عليها عشان ابغاها تكون مركزه..

الباحثة: لما انتي تقولين لهم لا تترددوا انكم تسوا اخطاء.....بتحسي انهم بيتجاوبوا معك...

المعلمة (B): ايوه...انا جربت هذا الشيء لاني كنت في يوم من الايام منهم...احنا لاننا نبغي الدرجة الكامله يؤثر على تحصيلنا العلمي...ممكن الواحد يغش عشان بس يجيب الدرجة...انا مابغزني كذا..انا حتى في الاختبارات اقلهم..لما اعطيهم الكويز...اقلهم..كلكم راح اعطيكم العلامه الكامله..اهم شي ابغاكمي انت تحلي بنفسك ولا تغشي..لانوا ابغى اشوف مستواك الحقيقي..لانوا الكويز ماعليها تقييم..بس كن اقلهم عليها تقييم..ابغى اعطيهم هذا الانطباع اقلهم..كلكم راح اعطيكم العلامه الكامله..حتى لو ببونس..لان مابغاكم تغشوا..لانوا لو تغشي مراح تفيدي نفسك..انا ابغاكمي..ابغى اشوف البنات في ايش اكثر شي يغلطون..عشان قبل الاختبار ماتغلطوا في هذي النقطه..لكن لما تغشوا من بعض مراح تفيدو نفسكم فحسبتوا من جد يفيد..لان احنا زمان كنا زي كذا..ممكن الأولاد يكونوا أجراً من البنات..مع ان البنات اشطر..البنات شاطرين على الورق اكثر من الأولاد..الأولاد لانهم عادي يتكلموا مايتحو..لكن البنات بعضهم يجروا من عائلات محافظه..او مثلاً..خاصه هذا الجيل كلهم texting البنات ماصارو يتكلموا زي اول..لانوا حتى قتلهم بعض الاحيان اسلوبهم..قتلهم انتبهوا على اسلوبكم وكيف تعاملكم مع الاستاذة..لما تتكلموا لاتكونو rude and mean يعني بعض الاخيان انا عارفه انك ماتقصدي disrespect..احنا جيلنا اول..ماكان فيه نت..وكنا نضطر نجلس مع اهالينا وهم كانوا يوجهونا هذا صح وهذا غلط...لا ترفعي صوتك...مثلا لو كلنا كلمه غلط...كنتوا يوجهونا اهالينا لانوا كنا نجلس مع بعض وكنا نتكلم..بس الحين هذا الجيل كل واحد مع نفسه..وكل واحد في غرفته..وكل واحد texting حتى صاروا الاخوان في نفس الغرفه texting each other...ماعندهم اسلوب اللباقة الاجتماعيه..ولما يتعاملوا مع المعلمه..هذا احيانا يشكل مشكله من ناحيه التعامل مع بعض...دفاشه فيهم شويه..ماهم زينا..مره راح جيلنا اول...اشوف الوحده تتكلم مع المعلمه ولا كانها..احنا اول كنا نخاف ندق الباب على المعلمه...وكان من جد لها رهبه وهيبه..دحينه لا..بس ياليت عندهم الجراة في التعليم...

الباحثة: كيف تعرفي اذا القروب اللي انتي تدرسيه متحفز.....

المعلمة (B): الا....باين من نظراتهم..ولما تقولي اي حاجه تكتب الطالبه..مثلا..تجي لما تكلمك تبغى تزيد الكلام معاك...مثلا تسألك او تستطرد..يعني بيان انو هذي الطالبه تبغى...بس فيه بنات..مو متحفزين اللي طفشانه واللي نايمه واللي تطالع كذا واللي مسرحة...واللي دايما تحضر تعرفيه انها..هيه مهمته..بس اللي غياباتها كثير....

الباحثة: لو نبيغى نلخص أهم الاستراتيجيات التحفيزية، واللي لازم نستخدمها في حصه اللغه الانجليزيه.....

المعلمة (B): احس أنه التقييم المفروض مايكون بالدرجات..ينحط في عين الاعتبار اداء الطالبه في الكلاس..انا اقلهم في المحادثه..في الاختبارات اللي بيدي فيها درجات..اقلهم كذا بصريح العباره..اللي ماتشارك معايه طول الكلاس ودايما هاديه وفي الورق تحل..حعطبيها حقها..حق الورق...ومراح اراعياها..يعني مثلاً مراح اظلمها ومراح انقصها...بس اللي دايما تشارك ودايما مهمته وجاتي في اختار المحادثه كانت مرتبكه وغلطت حراعيها في الدرجات لاني انا اعرفها throughout the quarter and the module..معايه مرتبكه وتشارك...امكن كانت مرتبكه او كان عندها ظروف عائليه...احس الاختبار مو مقياس لتقييد الطالبات...انا دايما ضده...المفروض احنا نقيس الطالبات على ايش هيه مثلاً بنهايه الترم..اذا صارت تعرف تكتب..اذا صارت تعرف تقرا..يعني مو بس التقييم بالدرجات..لانوا اذا كان التقييم بالدرجات...البنات راح يسوا اي حاجه..يغشوا او اي شي..بس عشان الدرجات...يعني التقييم يكون مستمر..يكون اكثر الدرجات على التقييم المستمر وتكزن درجات الاختبارات عاديه...بعدين يكون فيه بونس للبنات اللي يستحقون...انا اشوفها مره كويسه لانوا بدون درجات مراح يتحفزو الطالبات...لازم ندي درجات في النهايه...لانوا لو فيه بونس..حتى لو بعضهم طفشانين راح يظطروا عشان البونس..لانه اذا كانت الطالبه طفشانه راح تؤثر على غيرها واذا كانت نعسانه...احس اذا كان فيه طاقه سلبيه في الطلاس راح تؤثر على الكلاس كله..اذا كانت الطالبه كسلانه ولما تكون لابسه عبايتها..she just wanna to go home..يعني انو اهم شي ان التقييم يكون مستمر...عشان حتى لو كانت طفشانه..راح تجبر نفسها انها تركز وفي النهايه مراح تؤثر على صاحباتها..حتى لو انها تكلمت او انشغلت لما انا اقلها انا راح انقصك..مراح تكون درجاتك على الاختبارات بس...اذا كانت بس على الاختبارات هيه راح تكون انا ماعليه في المعلمه...اهم شي اني احل كويس وخلص...حتى هيه راح تحترم نفسها عشان مايؤثر على علاقتها مع الاستاذة...

Appendix 18: An excerpt from an interview transcription of an EFL student

الباحثة: كيف تصفون حوافرك لتعلم اللغة الإنجليزية

الطالبة (C): الاثنان الدافع من نفسي وكمان احتاج احد يحفزني. لا بد يكون عندي شي ادرسه و اما اذا ما عندي شي ادرسه بتركه شوي...وماراح اشوفه الا في المسلسلات ولما اقرا او في السفر...يعني لما صار الحين عندي دراسه انجلش زادت الاشياء اللي عرفتها... السفر

الباحثة: هل تعتقد انو مدرسه اللغة الانجليزية لها دورا لتحفيزك ..

الطالبة (C): نعم، لها دور كبير،... عندما تعطي وتسولف زيادة وتناقش مواضيع معنا... السواليف الاجتماعية، وتصحح لنا اذا سويينا غلط... لأن الكلام اللي نعتمد عليه في حياتنا... السواليف في المواضيع الاجتماعية، وتصحح لي لو فيه غلط بروح رحبه و اكمل... أهم شيء اخذ واعطي... مو اخذ الدرس و اطلع.. واحل الواجب واطلع.. لا ابغى شي زيادة يعني... هيه قاعده تقول انها قاعدة تسولف معنا عشان نطلع من الدرس نغير ونرجع... نعم وهذا الشيء يحفز..

الباحثة: هل ممكن تتكلمي عن الاستراتيجيات التحفيزية اللي مدرسة اللغة الانجليزية يجب تستخدمها لتحفيز الطالبات؟

الطالبة (C): انا عندي مشكله في الكلمات ، و هيه كل حصه تعطينا قائمة من الكلمات الصعبة ويكره نجي نختبر فيها، وصرنا خلاص... انا مره عندي مشكلة في الكلمات مرة ما اعرف ، لكني أحب طريقتها. القواعد احبه صح انه صعب بس احبه ..وأنا أحب اتعلمه لكن الكلمات لا ما اعرف اسويه اصلاالى الحين حافظه الكلمات اللي تسوي لنا فيها املا...بالعكس اذا فيه كلمه جديده- هذي ايش معناها يااستاذة - انها تختبرنا في هذي الكلمات مع اللي قبله - حابه انا هذي الطريقه

الباحثة: ما ايش القسم اللي تبغي تدرسي فيه..

الطالبة (C): الهندسة الصناعيةاحس معدلي مايسمح لي اني ادخل هذا القسم، لا زم احصل على 5 من 5 ...كل مالهم يزيديو المعدل.. هناك العديد من الطلاب ... احنا الدفعة اللي معي في السنه مره كثير..فيه طالبات يجيبوا في الاختبار 33 من 30 ، يعني يحلو البونس - في السليمانيه ماشا الله اذكيا كثار- حاليين البونس - هذولا هم الاولى - اكد بيختارونهم - وهوه قسم جديد واكد بيغوا بنات اقل، ...

الباحثة: هل يتم التدريس باللغة الإنجليزية في القسم؟

الطالبة (C): ما أعرف، ماسألته

الباحثة: هل تتوقعي بيفرق لو كان تدريس القسم باللغة العربية أو الإنجليزية؟

الطالبة (C): اكد بيؤثر لان مصطلحاتهم غير الهندسه انا عندي وحدة من صديقاتي تبغى تدخل علم النفس، علم النفس يدرس باللغة العربية، ولكن طموحها مو على شهادتها الجامعية، تبغى تاخذ شهادة دكتوراه..تطلع برا تاخذها ، طيب شلون تطلع برا..ماتبغى توقف كذا علم نفس وبس .. بتاخذها برا و بتحتاج اللغه...مو عشان تخصصها هنا مايدرس بالانجلش...

الباحثة: ايش الطرق كمان اللي ممكن المعلمة تستخدمها وتحفزكم؟

الطالبة (C): ... انا عندي معلمه... أنا ما أحب المعلمة... انا في اشيء ما عرفها... اللي تستصغر... انها تضحك في وجهي..يعني انتي صاحبه...اقول مثلا انا سمعت انو كذا او قرئت انو كذا...تضحك من كثر ما تستصغر الشيء وتوقف ماترد...توقف اصلا مالي خلق اكل الشرح...مالي خلق اكل الدرس... امكن هيه ماتعرف انو فيها هذا الاسلوب...بس انا ملاحظته لدرجه اني ابغى اغيرها الحين بس الكل رافض اني اغير الكلاس...ابغى اغيرها عشان كذا .. هذا يحسنني انو ضايق

صدري...وخلص اوقف لا اسال ولا حاجه...اوقف على اللي هيه تعطينا...في اساتذة فظيحات اللي قولي صح او خطأ وانا اعلمك الصح مو تستصغرك..المفروض تسمع للطالبه وتصحح لها عادي....هيه تحس اني انا جالس اقلها انا ماني فاهمه.. ، وأنا فاهمه...لكن المقصد خذي واعطي معي...انا فاهمه بس اسالك..... انا اوقف اصلا ماراح اكمل بس اللي عطتني اياه وخلص...ابحر واعطيها واخذ واعطي...امكن من معلومتي تستفيد وحده ثانيه...وتستفيد وحده ثانيه من اللي عندها...وكذا وكذا يكون تعلمنا شي ورجعت البيت بمعلومه...وانا من النوع اللي اذا عرفت شي اعلم اهلي ترا تعلمت كذا كذا....بس اللي ماتعطيني وجه وما تكمل السالفه خلاص خليني على درسنا وبس...لاتأخذين وتعطين..احس احيانا اذا طلعت من الموضوع..اذا انا فتحت الموضوع وطلعت..اذا طلعت انوا ترا طلعت عشانك...و برجع بعد شوي...مغصوبه تسوي كذا...اهم شي يصير من نفسها عشان ناخذ ونعطي كثير...وهذا الشي يحفزنا...لانوا يعلمنا اكثر... انا لم كنت اتعلم في معاهد..مثل بيرلنز، انا ماكنت اخذ كلاس دراسه..فيه كلاس بس محادثه..تقعد الاستاذة مع 5 طالبات وبس نسولف فهذي طريقه من طرق التعليم.... وأنا أحب هذه الطريقة في التدريس....

الباحثة: في استراتيجيات تحفيزية أخرى تعتقدي أن المعلمه لازم تستخدمها؟

الطالبة (C): والله الوحدة اللي مي حابه الانجلش مافيه شي بيحجزها الا لما تنفشل...يعني تشوف اللي حولها عارفين انجلش وهيه الوحيدة اللي مو عارفه..وهذا صراحه اللي الحين محفز اغلب البنات..انها في السفر ماتعرف تتكلم وفي المطعم ماتعرف ترد..اغلب الكلمات الحين صرنا سواليها...اغلب سواليها انجلش..اغلب الكلمات انجلش..الصور اللي نشوفها..انجلش انجلش انجلش...اذا هيه ما عرفت خلاص بتصير الا ابغى اتعلم و تصير زيهم...الحين العالم جالس يطلع لغات ثانيه.

الباحثة: هل أنت مهتمة بتعلم اللغة الإنجليزية؟

الطالبة (C): نعم، أحب تعلم اللغة الإنجليزية مره، وحابه اوصل فيها مستوى متقدم...

الباحثة: ليش بتحسي انو بعض الطرق تحفزكم مثل ماقلتي انو المعلمه لما تناقش معنا تحسي انك تتحفزي....

الطالبة (C): لأننا نحب المناقشات اكثر من التمارين والقواعد وتقلي حلي على القاعده بس لاتطلي منها...اما هذا نطلع من الموضوع...صح درسنا اليوم بيفيدنا بس انه خلاص الواجب على الدرس اليومي...اما لو سولفنا لا..ندخل على مواضيع ثانيه..وقد صارت مثيره..هذي معانها كذا...بس ماتبحر فيها عشان مو درسنا اليوم..اقوم انا ارجع البيت..بما اننا سولفنا فيها اليوع وعلمتني و اعطتني المفاتيح..ارجع انا وادور عنها وخلص اعرفها..

الباحثة: إذا كنا نبغى قائمة للاستراتيجيات التحفيزية التي المفروض معلمة اللغة الانجليزية تستخدمها....

الطالبة (C): مثلا اول ماتدخل، تبدا تقول ايش سويتوا في اجازتكم مثلا ايش سويتوا امس..تتكلم اول شي عن نفسها انا سويت كذا وكذا...بعدين تسأل انتي ايش سويتتي...وترفع الطالبه يدها وانتي ايش سويتتي...خلصنا..مثلا هذا في بدايه الدرس..في النص مثلا تعطينا شي زي ايش...فيه اصلا في الكتاي شي مثل...اللي امس مر علينا.. 'to do' و 'to buy'، تكتبين قائمة 'to do' و 'to buy'، وتطلب من الطالبات انو يكتبوا عن انفسهم قائمة بالاشياء، وأنا صدق كتبت قائمه بالاشياء اللي ابغى اشتريها وقائمه بالاشياء اللي ابغى اسويها..يعني ابغى اتعلم كيف اكتب، وتختار بنت تكتب اشياها في السبورة ونشوف الاشياء اللي كتبتا وتصحها...هذي غلط في الاملاء.. وهذي صياغة الكلمه غلط...زي كذا منها استفدنا ومنها قعدت في البيت انا بديت اكتب بالانجلش القوائم...من امس هذا الشي سويتته..وفي الاخير... انا اكره الواجبات المنزلية، بس احسه مره مهم، لأنو من الواجب اكتشف اشياء... إذا فيه شيء عرفته الحين، ارجع اراجع الدرس مرة ثانيه، وبعد كذا خلاص أفهم، والواجبات المنزلية هو مهم، مع أني أكرهه. كاني خلاص اختم على الدرس اني عرفته.

Appendix 19: Evaluating the themes of qualitative data

Note: phrases and words are in Arabic. Students' phrases and words are written in normal font, while teachers' phrases and words are in bold.

Themes	Definition (from within the context of this study)	Phrases containing key words that must be found in participants' statements
Goals	include strategies relate to task goals, L2 learning goals	تبعي، أهداف، عارفين. (عقبات، تحديد اهداف، الهدف)
Ideal L2 self	Include strategies relate to creating attractive visions in class.	المستقبل، تصيرين، تصيروا، بعد الجامعة. (مر بتجربه، شخصي، شخصيات من المجتمع، المستقبل، تتخيل)
Learner autonomy	Include strategies relate to taking responsibility for L2 learning.	واجبات، الأفلام، يوتيوب، نستقل، المفاتيح، يقرأ كتاب، مستقل، تعلمنا. (مستقلين، يعتمدو على نفسهم، دراسه ذاتيه، اونلاين، يوتيوب)
Teaching behaviour	Involve strategies which relate to teacher being caring, role-model,	تقول ايش سويتوا، مو شديدة، مو تستصغرك، قوتنا، مرتاحة، اسلوبها زين، تعامل المعلمة الكويس. (كلمهم، مهتمه، أختهم الكبيرة، فريندلي، القدوه، اسلوبها، اقلهم عن نفسي، يزورونا اذا كان عندهم اي اسنله)
Learner group	Include strategies relate to group work and promoting cohesive learner group.	مجموعات، القروب، يعرفوا بعض، العمل الجماعي. (التعاون، العمل الجماعي، يغيروا القروب، يعرفوا بعض، مجموعات)
Learner confidence	Include strategies relate to reducing anxiety, dealing with mistakes, encouragement.	تعطيك ثقة بنفسك، تعزز ثقتهم، عادي تغلطي، قولي صح او خطأ، اخاف من الغلط، طرق التعلم، ممتازه، عجبني كلامك (احب اللي يغلط، طبيعي، تتعلمي اكثر، خوف، الرسائل، تتعلموا، ببسجلوا نفسهم، تشجيع)
Recognise students' effort	Relate to different types of feedback and rewards.	نحب التعليق، تقفنا ايش اغلاطنا، تكتبها، برا، وجها لوجه، بتدبنا مكافاة، الشوكولاته، والبنوس. (شفت التطور، لاحظت تغيرات، التقييم، مستمر، اداء الطالبه، بكلمها، التعليق، تعليق سلبي، درجات، شوكليت، المكافاة)
Classroom atmosphere	Relate to what contribute to create pleasant classroom climate such as having fun and the language used.	اللغة العربية. (نكته، الجديه مالها كثير دور)
Task	Relate to presenting motivational task by promoting interaction and breaking the routine of the class.	ناخذ ونعطي، ندي فرصة، وتناقش، المناقشات، وحبينا هذا الاسلوب، تغيير روتين (نخرج عن الروتين، دعايات، نغير الجو، مرح، تنوع، لعبه)
L2 related values	Include strategies which promote the integrative and instrumental values of L2.	الأدب الانجليزي، يعملوا مسرحية، الاخبار، أغاني، الوظائف، السفر، أحب أقرأ، تتصفح الإنترنت، للتواصل، أحب أن أتعلم اللغة، السفر، المطعم. (العملية، العلمية، الثقافة، الجرايد، فيلم، بعثات، الناس ينجحوا)
Barriers to using motivational strategies	Include the difficulties teachers face when trying to use motivational strategies.	(وقت، اعباء، طويل، كثير، اخلص)
The need for using motivational strategies	Include some reasons highlighting the need for using motivational strategies.	(يطفشوا، الارهاق، كلاس جديد، كعب، مواد علميه ثانيه، جدول، لازم يدرسوا الانجلس، مواقف سلبيه، تشتغل عطلول)

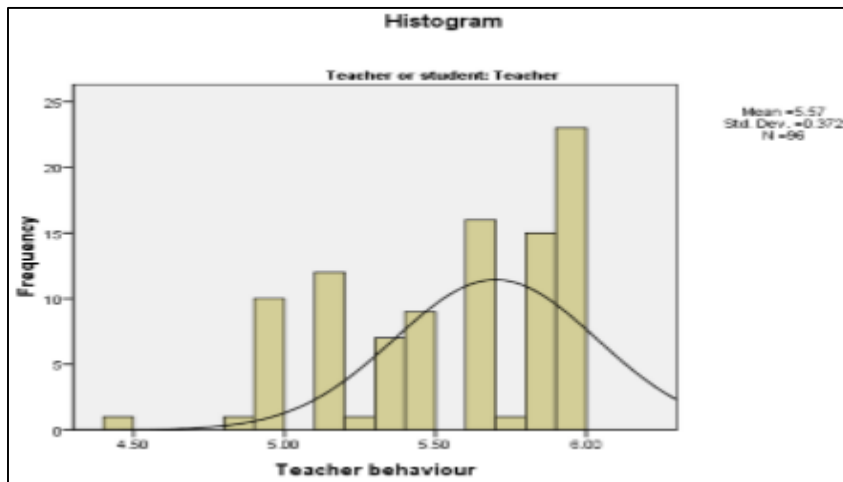
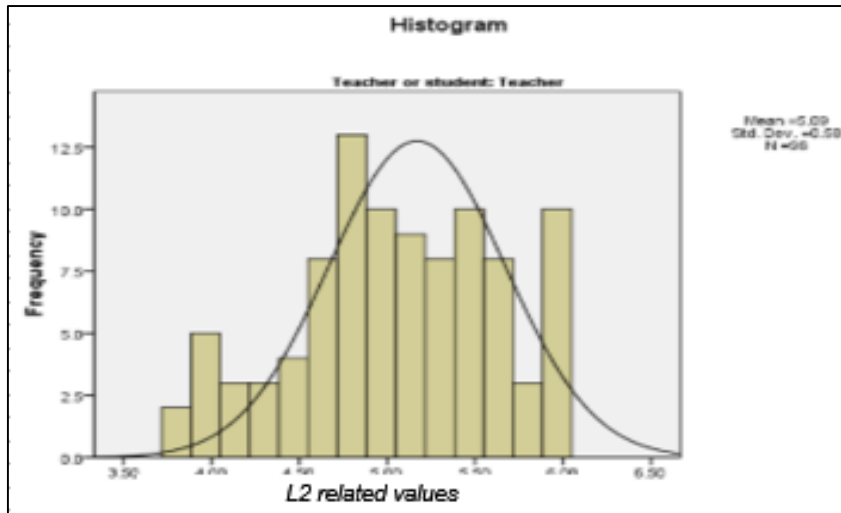
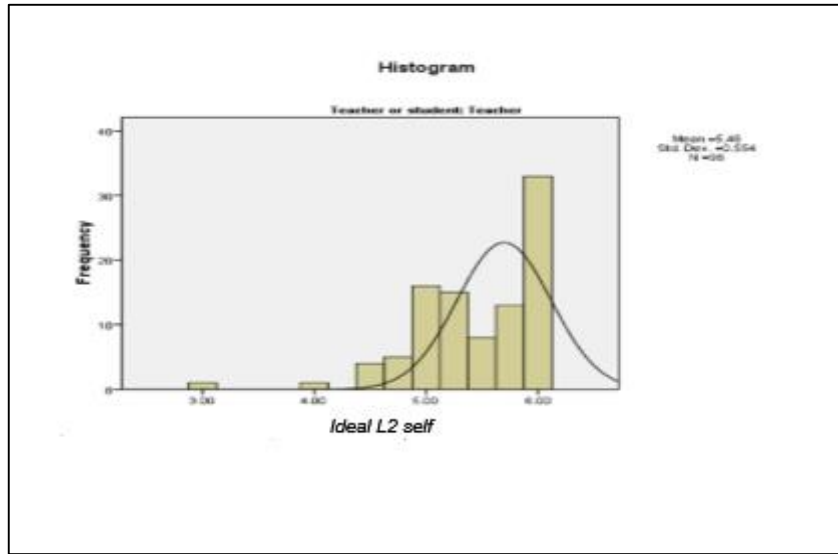
Appendix 20: The skewness and kurtosis values- questionnaire items

Scale	Teachers		Students	
	Skewness	Kurtosis	Skewness	Kurtosis
1. Establish good relationship with students.	-1.081	-.168	-1.546	3.551
2. Offer ongoing feedback.	-.669	.642	-.857	.620
3. Allow students to get to know each other.	-.549	-.648	-1.039	1.963
4. Show her enthusiasm for teaching English.	-1.411	.799	-2.142	7.330
5. Offer rewards for participating in activities.	-.367	-.402	-1.081	1.616
6. Reduce students' language anxiety when they are speaking in English.	-1.898	2.712	-3.318	13.708
7. Bring in and encourage humour.	-1.418	2.810	-1.559	3.389
8. Invite senior students to share their English learning experiences with the class.	-.831	.685	-.953	.555
9. Allow students choices about the learning process.	-1.134	2.759	-1.266	2.509
10. Create a pleasant atmosphere in the classroom.	-3.740	18.116	-1.851	5.528
12. Provide students with positive feedback.	-2.732	13.294	-1.464	3.410
13. Help students accept the fact that they will make mistakes as part of the learning process.	-1.490	1.255	-1.843	5.683
14. Include activities that lead to the completion of whole group tasks, such as project work.	-.598	-.600	-.929	.377
15. Show students how particular activities help them to attain their goal.	-.465	-.715	-1.446	3.044
16. Encourage students to explore English community, like watching English TV channels.	-1.551	3.684	-1.708	4.747
17. Encourage students to imagine themselves using English when travelling abroad.	-1.921	4.859	-1.785	5.216
19. Teach her students self-motivating strategies, such as self-encouragement.	-.957	.799	-1.637	5.808

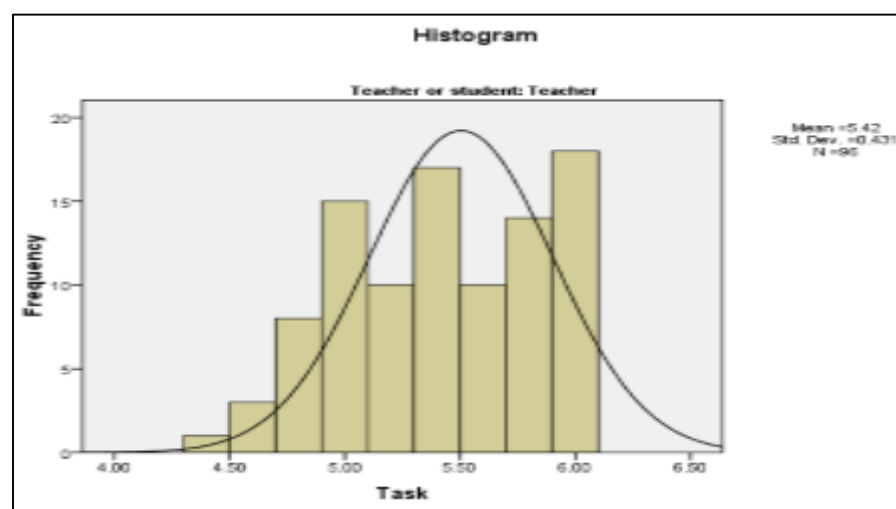
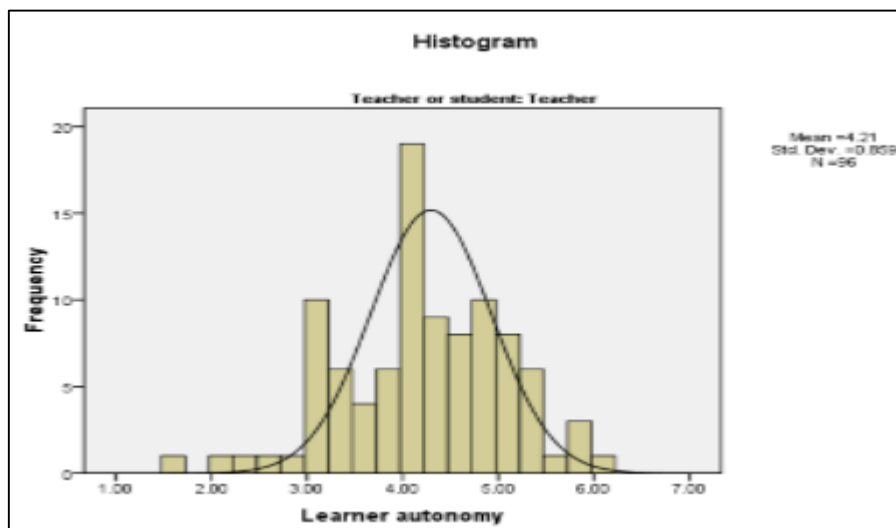
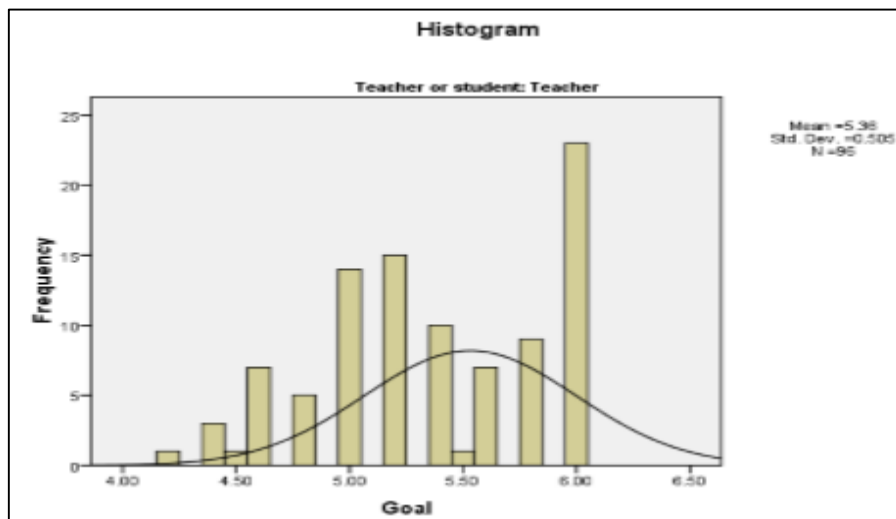
20. Select tasks which require students' movement in the classroom, such as role plays.	-543	-.197	-.785	-.046
23. Make tasks challenging.	-.830	1.644	-.954	1.440
24. Pay attention and listen to each student.	-1.333	1.872	-1.305	2.061
25. Use authentic materials, such as an article from an English newspaper.	-.613	-.550	-1.038	1.322
26. Encourage students to try harder	-.620	-1.651	-1.421	2.996
27. Increase the amount of English she uses in the class.	-1.355	.614	-2.258	6.617
28. Share the reasons for her interest in English with her students.	-.485	-.667	-1.124	1.984
29. Invite successful role models to class.	-.425	-.310	-1.294	2.171
30. Involve students in designing and running the English course	-.109	-.604	-.966	.826
31. Be ready to answer academic questions of students.	-.978	-.154	-.867	.219
32. Encourage students to imagine themselves using English to communicate with international friends.	-1.339	2.117	-1.450	2.827
34. Build the lesson plans based on students' needs.	-1.718	3.961	-1.459	3.217
35. Give students choices about how they will be assessed.	-.434	-.371	-1.239	2.143
36. Draw students' attention to the content of the task.	-.228	-.902	-1.319	2.939
37. Use learning technologies in her classes such as computer.	-1.101	.195	-1.768	3.671
38. Indicate to her students that she believes in their efforts to learn English.	-.907	-.147	-1.683	5.009
39. Offer rewards in a motivational manner.	-1.165	2.022	-1.350	2.101
40. Draw her students' attention to their strengths and abilities.	-.840	-.705	-2.151	6.196
41. Provide face-to-face feedback to students about their progress.	-1.153	.999	-1.224	1.661
43. Give students choices about when they will be assessed.	-.352	-.556	-2.185	5.826

45. Show students that she cares about their progress.	-1.468	2.776	-2.220	7.426
46. Encourage group work.	-1.315	1.833	-1.657	3.604
47. Explain the purpose of a task.	-1.367	2.202	-1.243	2.670
48. Break the routine by varying the presentation format.	-1.158	.030	-2.497	7.997
49. Help students develop realistic beliefs about their progress in English language learning.	-.545	-.736	-1.516	3.918
50. Recognise students' academic progress.	-.902	-.208	-1.645	4.733
51. Use small-group tasks where students can mix.	-2.154	8.877	-1.334	3.199
52. Present tasks in a motivated way.	-.753	-.383	-1.729	5.935
53. Invite an English speaker to class.	-.615	.025	-1.390	2.538
54. Encourage students to set English learning goals.	-.830	.234	-1.292	2.397
56. Remind students of the benefits of mastering English.	-.790	-.534	-1.419	3.945
57. Encourage students to imagine the future situations where they will need English.	-1.054	1.717	-1.116	1.394
58. Celebrate students' success.	-.836	-.100	-1.857	4.965
59. Encourage students to share personal experiences and thoughts.	-.802	-.437	-1.634	4.373
60. Provide encouragement.	-1.565	1.341	-1.097	.672
61. Use an interesting opening activity to start each class.	-.803	-.538	-1.673	3.985
62. Relate the subject matter to the students' everyday experiences.	-.807	-.379	-1.581	3.359
63. Organise outings.	-.453	.277	-2.305	5.781
64. State the objectives of each class.	-1.691	3.666	-1.113	1.174
65. Encourage students to imagine themselves using English in their future career.	-1.229	1.630	-2.179	7.309

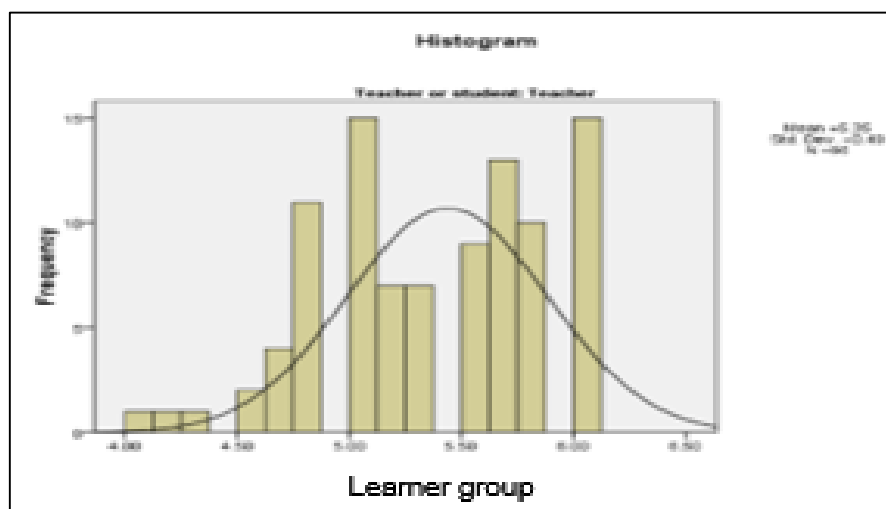
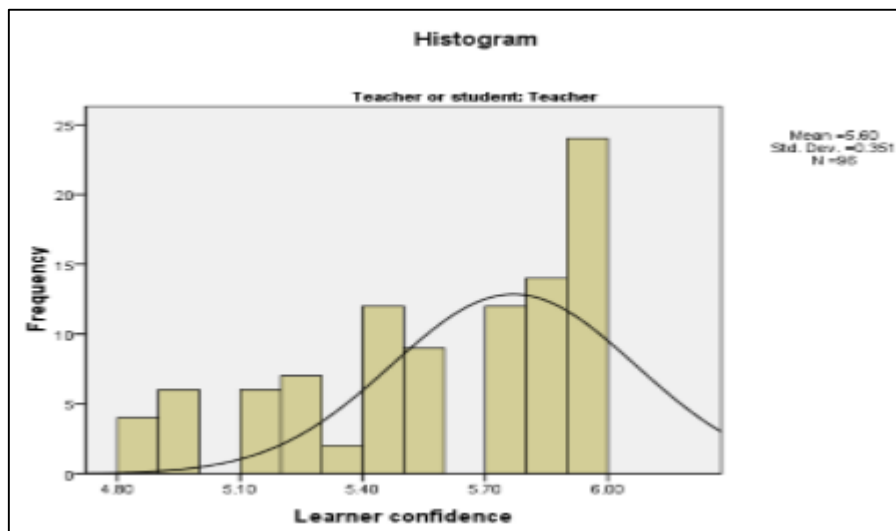
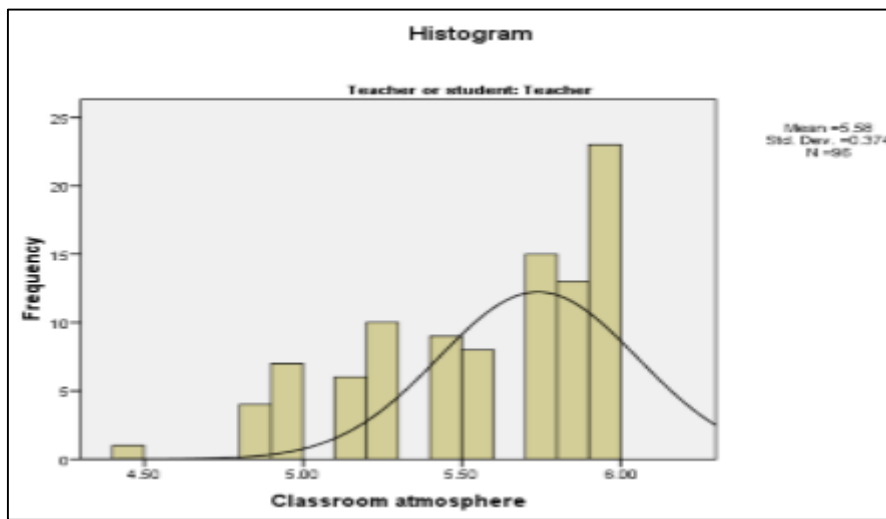
Appendix 21: The distribution of data (10 scales- Teachers)



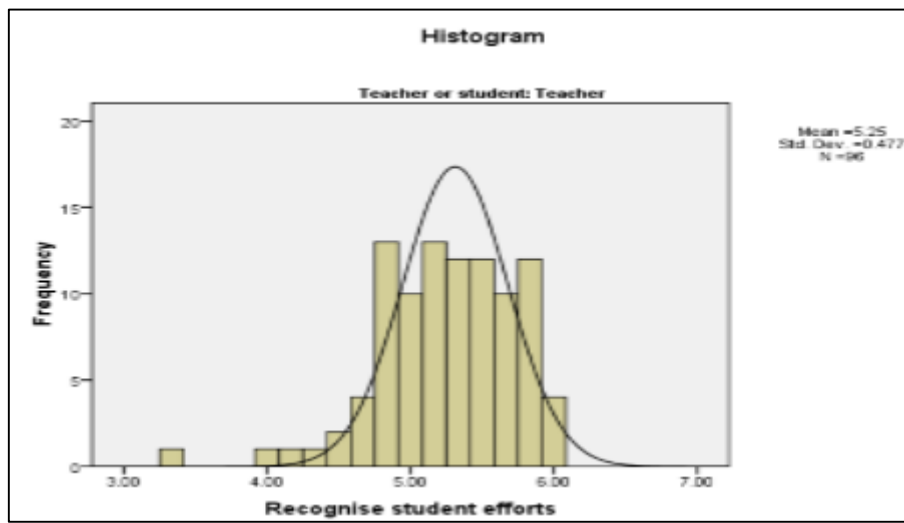
Appendix 21 continued: The distribution of data (10 scales- Teachers)



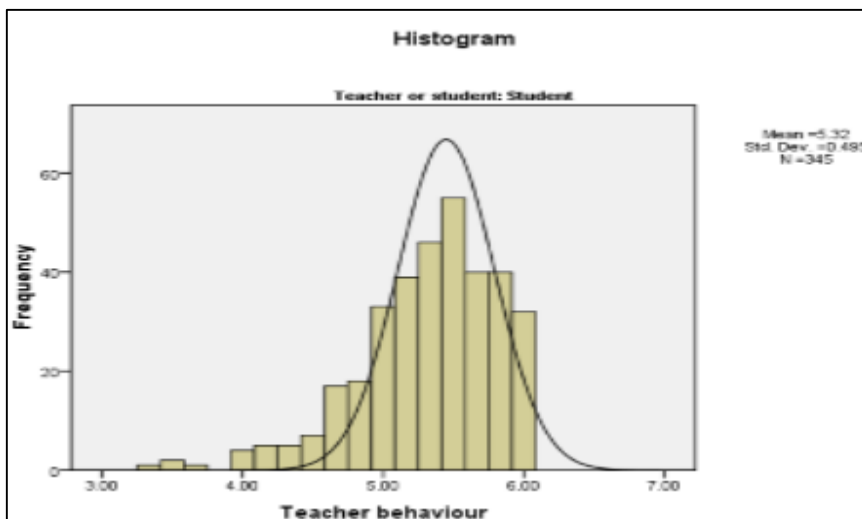
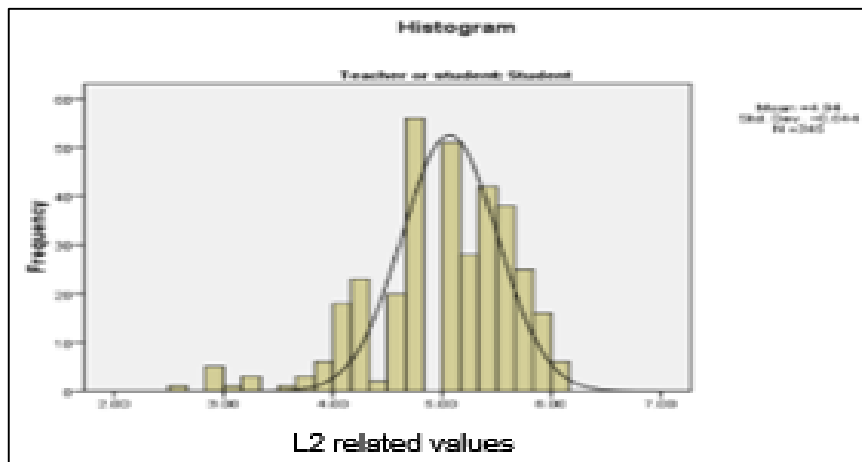
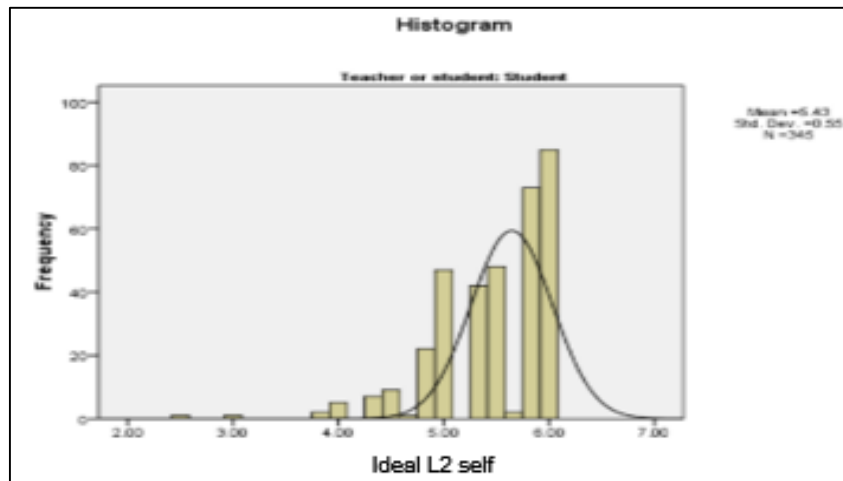
Appendix 21 continued: The distribution of data (10 scales- Teachers)



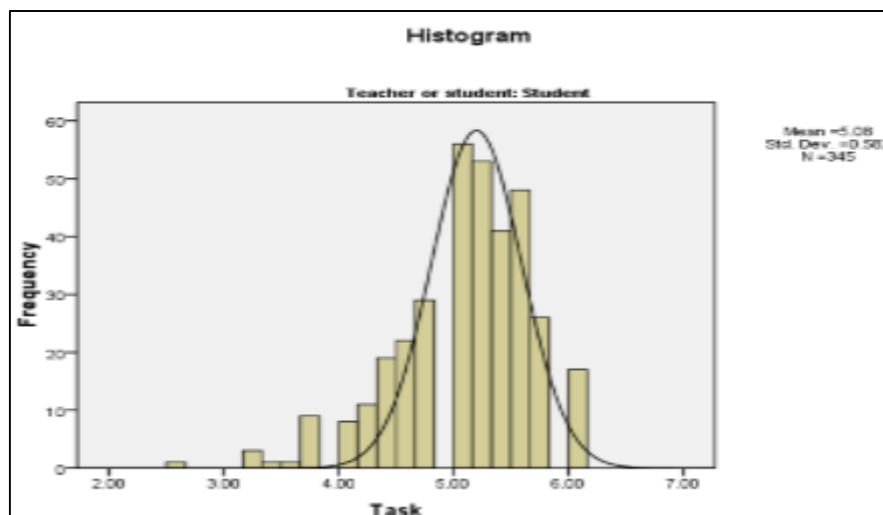
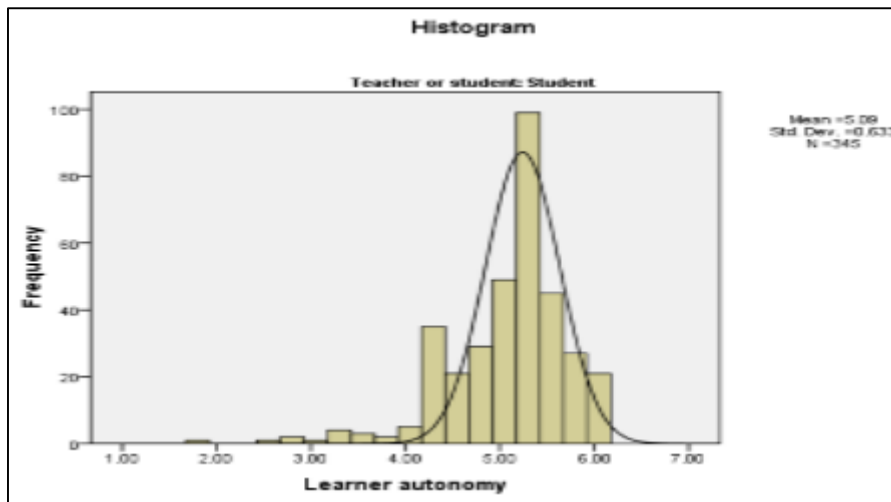
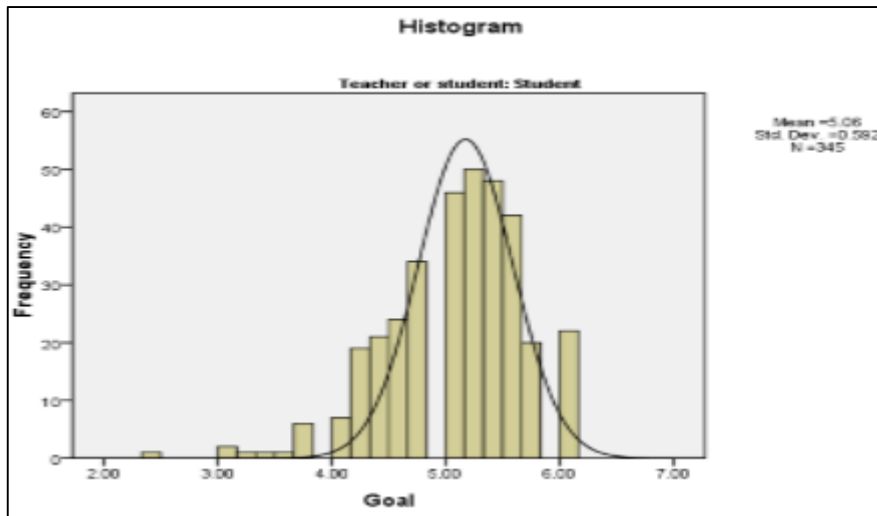
Appendix 21 continued: The distribution of data (10 scales- Teachers)



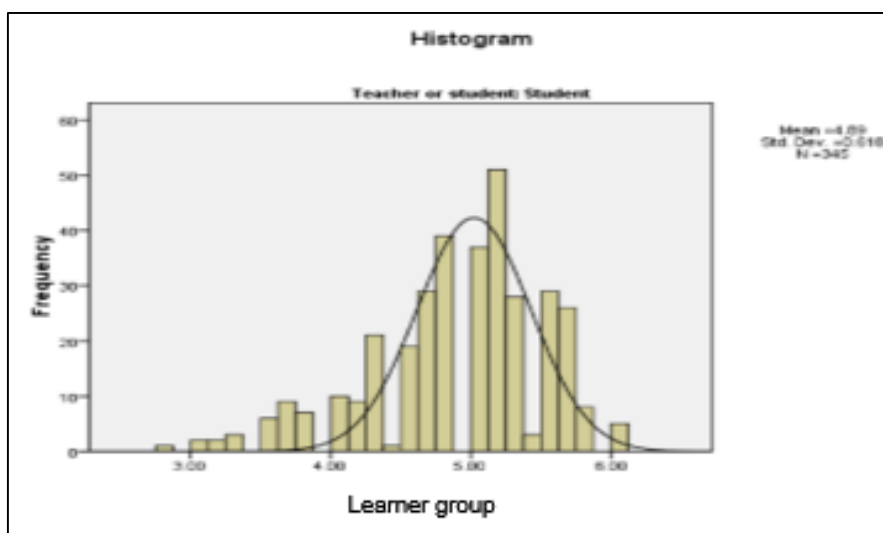
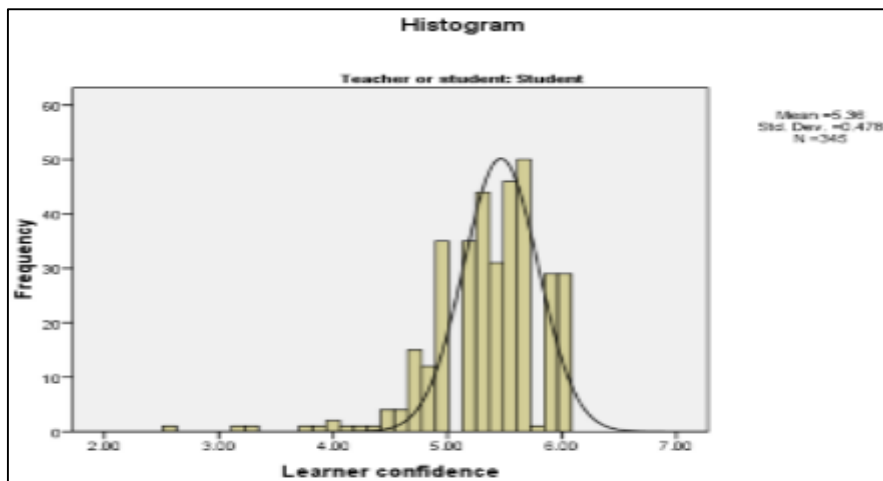
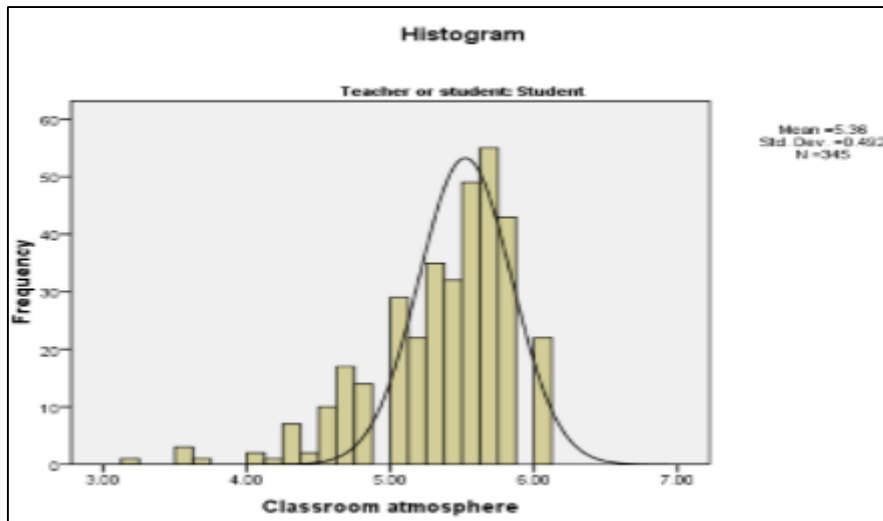
Appendix 22: The distribution of data (10 scales- Students)



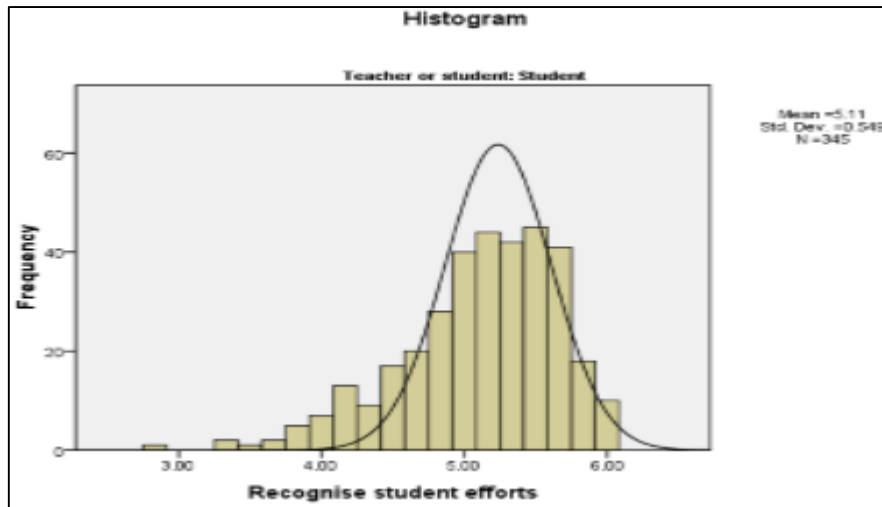
Appendix 22 continued: The distribution of data (10 scales- Students)



Appendix 22 continued: The distribution of data (10 scales- Students)



Appendix 22 continued: The distribution of data (10 scales- Students)



Appendix 23: Raw data– Teachers’ perceptions about motivational strategies

The table includes the descriptive statistics of the questionnaire items. These descriptive statistics include the count, (the percentage), the mean (*M*) and standard deviation (*SD*), and the median and the interquartile range (*IQR*).

	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
Learner confidence	6	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.0)	17 (17.7)	75 (78.1)	3 (3.1)	5.80 (.43)	6.00 (.00)
	60	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.0)	21 (21.9)	73 (76.0)	1 (1.0)	5.76 (.45)	6.00 (.00)
	13	0 (0.0)	0 (0.0)	0 (0.0)	5 (5.2)	22 (22.9)	66 (68.8)	3 (3.1)	5.66 (.58)	6.00 (1.00)
	26	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	34 (35.4)	62 (64.6)	0 (0.0)	5.65 (.48)	6.00 (1.00)
	38	0 (0.0)	0 (0.0)	0 (0.0)	5 (5.2)	34 (35.4)	56 (58.3)	1 (1.0)	5.54 (.60)	6.00 (1.00)
	12	1 (1.0)	0 (0.0)	0 (0.0)	4 (4.2)	34 (35.4)	56 (58.3)	1 (1.0)	5.51 (.74)	6.00 (1.00)
	19	0 (0.0)	0 (0.0)	2 (2.1)	8 (8.3)	41 (42.7)	44 (45.8)	1 (1.0)	5.34 (.72)	5.00 (1.00)
Classroom atmosphere	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	27	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.0)	24 (25.0)	71 (74.0)	0 (0.0)	5.73 (.47)	6.00 (1.00)
	48	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.0)	27 (28.1)	68 (70.8)	0 (0.0)	5.70 (.48)	6.00 (1.00)
	10	1 (1.0)	1 (1.0)	0 (0.0)	1 (1.0)	22 (22.9)	69 (71.9)	2 (2.1)	5.65 (.77)	6.00 (1.00)
	31	0 (0.0)	0 (0.0)	0 (0.0)	2 (2.1)	31 (32.3)	61 (63.5)	2 (2.1)	5.63 (.53)	6.00 (1.00)
	37	0 (0.0)	0 (0.0)	0 (0.0)	6 (6.3)	29 (30.2)	59 (61.5)	2 (2.1)	5.56 (.61)	6.00 (1.00)
	61	0 (0.0)	0 (0.0)	0 (0.0)	11 (11.5)	33 (34.4)	52 (54.2)	0 (0.0)	5.43 (.69)	6.00 (1.00)
7	0 (0.0)	1 (1.0)	1 (1.0)	9 (9.4)	35 (36.5)	48 (50.0)	0 (0.0)	5.36 (.79)	6.00 (1.00)	
Teacher behaviour	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	4	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.0)	23 (24.0)	71 (74.0)	1 (1.0)	5.74 (.47)	6.00 (1.00)
	1	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.0)	28 (29.2)	66 (68.8)	1 (1.0)	5.68 (.49)	6.00 (1.00)
	40	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.0)	32 (33.3)	61 (63.5)	2 (2.1)	5.64 (.50)	6.00 (1.00)
45	0 (0.0)	0 (0.0)	1 (1.0)	2 (2.1)	32 (33.3)	61 (63.5)	0 (0.0)	5.59 (.59)	6.00 (1.00)	

	24	0 (0.0)	0 (0.0)	2 (2.1)	5 (5.2)	34 (35.4)	53 (55.2)	2 (2.1)	5.47 (.70)	6.00 (1.00)
	28	0 (0.0)	0 (0.0)	0 (0.0)	9 (9.4)	44 (45.8)	42 (43.8)	1 (1.0)	5.35 (.65)	5.00 (1.00)
Ideal L2 self	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	65	0 (0.0)	0 (0.0)	1 (1.0)	4 (4.2)	35 (36.5)	56 (58.3)	0 (0.0)	5.52 (.63)	6.00 (1.00)
	57	0 (0.0)	0 (0.0)	1 (1.0)	2 (2.1)	41 (42.7)	52 (54.2)	0 (0.0)	5.50 (.60)	6.00 (1.00)
	32	0 (0.0)	0 (0.0)	3 (3.1)	4 (4.2)	39 (40.6)	50 (52.1)	0 (0.0)	5.42 (.72)	6.00 (1.00)
	17	0 (0.0)	2 (2.1)	1 (1.0)	6 (6.3)	33 (34.4)	53 (55.2)	1 (1.0)	5.41 (.83)	6.00 (1.00)
Task	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	47	0 (0.0)	0 (0.0)	1 (1.0)	3 (3.1)	33 (34.4)	59 (61.5)	0 (0.0)	5.56 (.61)	6.00 (1.00)
	62	0 (0.0)	0 (0.0)	0 (0.0)	3 (3.1)	36 (37.5)	57 (59.4)	0 (0.0)	5.56 (.56)	6.00 (1.00)
	52	0 (0.0)	0 (0.0)	0 (0.0)	5 (5.2)	38 (39.6)	53 (55.2)	0 (0.0)	5.50 (.60)	6.00 (1.00)
	36	0 (0.0)	0 (0.0)	0 (0.0)	3 (3.1)	49 (51.0)	42 (43.8)	2 (2.1)	5.41 (.56)	5.00 (1.00)
	23	0 (0.0)	1 (1.0)	1 (1.0)	16 (16.7)	50 (52.1)	28 (29.2)	0 (0.0)	5.07 (.77)	5.00 (1.00)
Goals	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	49	0 (0.0)	0 (0.0)	0 (0.0)	3 (3.1)	42 (43.8)	51 (53.1)	0 (0.0)	5.50 (.56)	6.00 (1.00)
	34	0 (0.0)	1 (1.0)	1 (1.0)	7 (7.3)	31 (32.3)	56 (58.3)	0 (0.0)	5.46 (.77)	6.00 (1.00)
	54	0 (0.0)	0 (0.0)	1 (1.0)	9 (9.4)	39 (40.6)	45 (46.9)	2 (2.1)	5.36 (.70)	5.00 (1.00)
	15	0 (0.0)	0 (0.0)	0 (0.0)	10 (10.4)	43 (44.8)	40 (41.7)	3 (3.1)	5.32 (.66)	5.00 (1.00)
	64	1 (1.0)	2 (2.1)	3 (3.1)	10 (10.4)	38 (39.6)	42 (43.8)	0 (0.0)	5.17 (1.00)	5.00 (1.00)
Learner group	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	46	0 (0.0)	0 (0.0)	1 (1.0)	4 (4.2)	33 (34.4)	58 (60.4)	0 (0.0)	5.54 (.63)	6.00 (1.00)
	59	0 (0.0)	0 (0.0)	0 (0.0)	9 (9.4)	35 (36.5)	52 (54.2)	0 (0.0)	5.45 (.66)	6.00 (1.00)
	51	1 (1.0)	0 (0.0)	0 (0.0)	8 (8.3)	37 (38.5)	50 (52.1)	0 (0.0)	5.40 (.79)	6.00 (1.00)
	3	0 (0.0)	0 (0.0)	0 (0.0)	9 (9.4)	42 (43.8)	44 (45.8)	1 (1.0)	5.37 (.65)	5.00 (1.00)
	14	0 (0.0)	0 (0.0)	1 (1.0)	16 (16.7)	36 (37.5)	41 (42.7)	2 (2.1)	5.24 (.77)	5.00 (1.00)

	20	0 (0.0)	0 (0.0)	3 (3.1)	17 (17.7)	44 (45.8)	31 (32.3)	1 (1.0)	5.08 (.79)	5.00 (1.00)
Recognise students' effort	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	50	0 (0.0)	0 (0.0)	0 (0.0)	3 (3.1)	34 (35.4)	59 (61.5)	0 (0.0)	5.58 (.56)	6.00 (1.00)
	41	0 (0.0)	0 (0.0)	2 (2.1)	8 (8.3)	34 (35.4)	51 (53.1)	1 (1.0)	5.41 (.74)	6.00 (1.00)
	58	0 (0.0)	0 (0.0)	1 (1.0)	12 (12.5)	35 (36.5)	48 (50.0)	0 (0.0)	5.35 (.74)	5.50 (1.00)
	2	0 (0.0)	0 (0.0)	1 (1.0)	6 (6.3)	49 (51.0)	39 (40.6)	1 (1.0)	5.33 (.64)	5.00 (1.00)
	39	1 (1.0)	2 (2.1)	3 (3.1)	21 (21.9)	37 (38.5)	31 (32.3)	1 (1.0)	4.94 (1.02)	5.00 (2.00)
	5	0 (0.0)	0 (0.0)	5 (5.2)	23 (24.0)	44 (45.8)	23 (24.0)	1 (1.0)	4.89 (.83)	5.00 (1.00)
L2 related values	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	56	0 (0.0)	0 (0.0)	0 (0.0)	2 (2.1)	35 (36.5)	58 (60.4)	1 (1.0)	5.59 (.54)	6.00 (1.00)
	25	0 (0.0)	0 (0.0)	0 (0.0)	7 (7.3)	41 (42.7)	47 (49.0)	1 (1.0)	5.42 (.63)	5.00 (1.00)
	16	0 (0.0)	2 (2.1)	0 (0.0)	10 (10.4)	38 (39.6)	45 (46.9)	1 (1.0)	5.31 (.83)	5.00 (1.00)
	53	0 (0.0)	2 (2.1)	3 (3.1)	28 (29.2)	30 (31.3)	33 (34.4)	0 (0.0)	4.93 (.98)	5.00 (2.00)
	29	0 (0.0)	2 (2.1)	9 (9.4)	28 (29.2)	34 (35.4)	22 (22.9)	1 (1.0)	4.68 (1.00)	5.00 (1.00)
	8	1 (1.0)	4 (4.2)	8 (8.3)	25 (26.0)	38 (39.6)	19 (19.8)	1 (1.0)	4.60 (1.10)	5.00 (1.00)
Learner autonomy	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	9	1 (1.0)	1 (1.0)	3 (3.1)	22 (22.9)	44 (45.8)	22 (22.9)	3 (3.1)	4.86 (.93)	5.00 (1.00)
	63	1 (1.0)	4 (4.2)	9 (9.4)	38 (39.6)	26 (27.1)	18 (18.8)	0 (0.0)	4.44 (1.09)	4.00 (1.00)
	35	2 (2.1)	9 (9.4)	16 (16.7)	28 (29.2)	29 (30.2)	12 (12.5)	0 (0.0)	4.14 (1.24)	4.00 (2.00)
	43	7 (7.3)	7 (7.3)	23 (24.0)	22 (22.9)	24 (25.0)	12 (12.5)	1 (1.0)	3.89 (1.40)	4.00 (2.00)
30	4 (4.2)	14 (14.6)	20 (20.8)	30 (31.3)	17 (17.7)	10 (10.4)	1 (1.0)	3.76 (1.32)	4.00 (2.00)	

Appendix 24: Student background information- future academic department

Background information	Value	Percent
Future academic department	Computer sciences	3.8%
	Arabic language	0.3%
	Medicine	15.4%
	Management	18.8%
	Interior design	9.3%
	Special education	9.3%
	Art	0.6%
	Psychology	3.8%
	Law	3.2%
	Social sciences	0.3%
	Mass Communication	0.9%
	English Language	2.3%
	Architecture	2.9%
	Banking- Finance	1.7%
	Graphic design	3.2%
	Fashion design	1.2%
	Pharmacy	0.6%
	Engineering	10.1%
	Medical sciences	0.9%
	Nano technology	0.3%
	Nutrition	0.3%
	Human resources	0.0%
	Marketing	0.6%
	Translation	0.9%
	Humanities	1.4%
	Information system	2.0%
	Business	0.6%
	Business management	0.3%
	Missing	5.2%

Appendix 25: Raw data- Students' perceptions about motivational strategies

The table includes the descriptive statistics of the questionnaire items. These descriptive statistics include the count, (the percentage), the mean (*M*) and standard deviation (*SD*), and the median and the interquartile range (*IQR*).

	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
Ideal L2 self	32	0 (0.0)	2 (0.6)	2 (0.6)	26 (7.5)	117 (33.9)	197 (57.1)	1 (0.3)	5.47 (.71)	6.0 (1.0)
	17	1 (0.3)	1 (0.3)	4 (1.2)	22 (6.4)	118 (34.2)	197 (57.1)	2 (0.6)	5.47 (.74)	6.0 (1.0)
	65	3 (0.9)	0 (0.0)	5 (1.4)	25 (7.2)	106 (30.7)	205 (59.4)	1 (0.3)	5.46 (.81)	6.0 (1.0)
	57	0 (0.0)	1 (0.3)	8 (2.3)	30 (8.7)	143 (41.4)	162 (47.0)	1 (0.3)	5.33 (.76)	5.0 (1.0)
Classroom atmosphere	10	0 (0.0)	2 (0.6)	1 (0.3)	12 (3.5)	110 (31.9)	219 (63.5)	1 (0.3)	5.58 (.63)	6.0 (1.00)
	48	5 (1.4)	4 (1.2)	3 (0.9)	21 (6.1)	105 (30.4)	207 (60.0)	0 (0.0)	5.43 (.92)	6.0 (1.00)
	27	3 (0.9)	5 (1.4)	5 (1.4)	21 (6.1)	109 (31.6)	200 (58.0)	2 (0.6)	5.41 (.90)	6.0 (1.00)
	61	2 (0.6)	1 (0.3)	9 (2.6)	33 (9.6)	115 (33.3)	182 (52.8)	3 (0.9)	5.35 (.86)	6.0 (1.00)
	31	0 (0.0)	0 (0.0)	5 (1.4)	36 (10.4)	135 (39.1)	163 (47.2)	6 (1.7)	5.35 (.73)	5.0 (1.00)
	7	2 (0.6)	1 (0.3)	8 (2.3)	41 (11.9)	108 (31.3)	181 (52.5)	4 (1.2)	5.33 (.87)	6.0 (1.00)
	37	8 (2.3)	7 (2.0)	8 (2.3)	43 (12.5)	129 (37.4)	148 (42.9)	2 (0.6)	5.11 (1.10)	5.0 (1.00)
	6	2 (0.6)	3 (0.9)	3 (0.9)	11 (3.2)	58 (16.8)	265 (76.8)	3 (0.9)	5.68 (.75)	6.0 (.00)
Learner confidence	60	0 (0.0)	0 (0.0)	2 (0.6)	22 (6.4)	118 (34.2)	201 (58.3)	2 (0.6)	5.51 (.64)	6.0 (1.00)
	13	2 (0.6)	1 (0.3)	5 (1.4)	26 (7.5)	127 (36.8)	181 (52.5)	3 (0.9)	5.39 (.79)	6.0 (1.00)
	38	2 (0.6)	2 (0.6)	3 (0.9)	34 (9.9)	136 (39.4)	165 (47.8)	3 (0.9)	5.32 (.81)	5.0 (1.00)
	26	1 (0.3)	3 (0.9)	5 (1.4)	41 (11.9)	127 (36.8)	167 (48.4)	1 (0.3)	5.30 (.84)	5.0 (1.00)
	19	3 (0.9)	1 (0.3)	3 (0.9)	38 (11.0)	170 (49.3)	129 (37.4)	1 (0.3)	5.20 (.80)	5.0 (1.00)
	12	3 (0.9)	4 (1.2)	7 (2.0)	50 (14.5)	142 (41.2)	133 (38.6)	6 (1.7)	5.13 (.92)	5.0 (1.00)

Teacher behaviour	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	1	0 (0.0)	1 (0.3)	2 (0.6)	13 (3.8)	116 (33.6)	213 (61.7)	0 (0.0)	5.56 (.63)	6.0 (1.00)
	4	2 (0.6)	2 (0.6)	3 (0.9)	21 (6.1)	118 (34.2)	198 (57.4)	1 (0.3)	5.46 (.78)	6.0 (1.00)
	45	3 (0.9)	3 (0.9)	3 (0.9)	22 (6.4)	123 (35.7)	186 (53.9)	5 (1.4)	5.40 (.84)	6.0 (1.00)
	40	5 (1.4)	1 (0.3)	9 (2.6)	26 (7.5)	111 (32.2)	191 (55.4)	2 (0.6)	5.36 (.93)	6.0 (1.00)
	24	0 (0.0)	5 (1.4)	6 (1.7)	41 (11.9)	128 (37.1)	161 (46.7)	4 (1.2)	5.27 (.85)	5.0 (1.00)
	28	2 (0.6)	9 (2.6)	10 (2.9)	72 (20.9)	159 (46.1)	91 (26.4)	2 (0.6)	4.90 (.96)	5.0 (2.00)
Recognise students' effort	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	58	2 (0.6)	2 (0.6)	4 (1.2)	35 (10.1)	102 (29.6)	200 (58.0)	0 (0.0)	5.41 (.84)	6.0 (1.0)
	50	1 (0.3)	4 (1.2)	4 (1.2)	26 (7.5)	155 (44.9)	153 (44.3)	2 (0.6)	5.30 (.79)	5.0 (1.0)
	39	1 (0.3)	6 (1.7)	9 (2.6)	49 (14.2)	117 (33.9)	161 (46.7)	2 (0.6)	5.21 (.94)	5.0 (1.0)
	41	1 (0.3)	3 (0.9)	13 (3.8)	48 (13.9)	121 (35.1)	157 (45.5)	2 (0.6)	5.20 (.91)	5.0 (1.0)
	5	1 (0.3)	5 (1.4)	8 (2.3)	63 (18.3)	135 (39.1)	132 (38.3)	1 (0.3)	5.10 (.91)	5.0 (1.0)
	2	6 (1.7)	21 (6.1)	30 (8.7)	101 (29.3)	141 (40.9)	46 (13.3)	0 (0.0)	4.41 (1.12)	5.0 (1.0)
Learner autonomy	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	63	3 (0.9)	7 (2.0)	6 (1.7)	27 (7.8)	68 (19.7)	233 (67.5)	1 (0.3)	5.47 (.97)	6.0 (1.0)
	43	6 (1.7)	1 (0.3)	9 (2.6)	32 (9.3)	86 (24.9)	209 (60.6)	2 (0.6)	5.38 (.98)	6.0 (1.0)
	35	4 (1.2)	4 (1.2)	15 (4.3)	63 (18.3)	133 (38.6)	122 (35.4)	4 (1.2)	5.00 (1.01)	5.0 (2.0)
	9	4 (1.2)	5 (1.4)	15 (4.3)	62 (18.0)	159 (46.1)	96 (27.8)	4 (1.2)	4.92 (.98)	5.0 (2.0)
	30	6 (1.7)	13 (3.8)	26 (7.5)	80 (23.2)	127 (36.8)	90 (26.1)	3 (0.9)	4.69 (1.15)	5.0 (2.0)
Task	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	52	2 (0.6)	2 (0.6)	2 (0.6)	29 (8.4)	153 (44.3)	154 (44.6)	3 (0.9)	5.31 (.78)	5.0 (1.0)
	62	2 (0.6)	3 (0.9)	11 (3.2)	35 (10.1)	125 (36.2)	165 (47.8)	4 (1.2)	5.27 (.91)	5.0 (1.0)
	47	2 (0.6)	4 (1.2)	10 (2.9)	54 (15.7)	161 (46.7)	113 (32.8)	1 (0.3)	5.06 (.89)	5.0 (1.0)
	36	3 (0.9)	5 (1.4)	13 (3.8)	55 (15.9)	174 (50.4)	92 (26.7)	3 (0.9)	4.95 (.92)	5.0 (1.0)

	23	3 (0.9)	6 (1.7)	16 (4.6)	85 (24.6)	141 (40.9)	93 (27.0)	1 (0.3)	4.84 (.99)	5.0 (2.0)
Goals	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	49	1 (0.3)	4 (1.2)	5 (1.4)	32 (9.3)	154 (44.6)	147 (42.6)	2 (0.6)	5.26 (.82)	5.0 (1.0)
	34	2 (0.6)	2 (0.6)	12 (3.5)	36 (10.4)	144 (41.7)	146 (42.3)	3 (0.9)	5.21 (.88)	5.0 (1.0)
	54	1 (0.3)	3 (0.9)	13 (3.8)	37 (10.7)	153 (44.3)	136 (39.4)	2 (0.6)	5.17 (.87)	5.0 (1.0)
	15	4 (1.2)	8 (2.3)	11 (3.2)	52 (15.1)	167 (48.4)	93 (27.0)	10 (2.9)	4.94 (.98)	5.0 (1.0)
	64	7 (2.0)	14 (4.1)	21 (6.1)	72 (20.9)	135 (39.1)	92 (26.7)	4 (1.2)	4.73 (1.16)	5.0 (2.0)
L2 related values	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	16	4 (1.2)	2 (0.6)	7 (2.0)	40 (11.6)	146 (42.3)	144 (41.7)	2 (0.6)	5.20 (.91)	5.0 (1.0)
	56	2 (0.6)	2 (0.6)	5 (1.4)	42 (12.2)	155 (44.9)	132 (38.3)	7 (2.0)	5.20 (.83)	5.0 (1.0)
	53	5 (1.4)	5 (1.4)	14 (4.1)	57 (16.5)	133 (37.7)	130 (37.7)	1 (0.3)	5.03 (1.04)	5.0 (1.0)
	29	4 (1.2)	6 (1.7)	14 (4.1)	60 (17.4)	132 (36.2)	125 (36.2)	4 (1.2)	5.01 (1.03)	5.0 (1.0)
	25	8 (2.3)	7 (2.0)	29 (8.4)	82 (23.8)	140 (40.8)	77 (22.3)	2 (0.6)	4.66 (1.12)	5.0 (1.0)
	8	10 (2.9)	18 (5.2)	28 (8.1)	80 (23.2)	123 (35.7)	84 (24.3)	2 (0.6)	4.57 (1.25)	5.0 (1.0)
Learner group	Items NO.	SD Count (%)	D Count (%)	SLD Count (%)	SLA Count (%)	A Count (%)	SA Count (%)	Missing Count (%)	Mean (SD)	Mdn (IQR)
	59	3 (0.9)	1 (0.3)	10 (2.9)	34 (9.9)	146 (42.3)	149 (43.2)	2 (0.6)	5.23 (.87)	5.0 (1.0)
	3	0 (0.0)	3 (0.9)	4 (1.2)	39 (11.3)	166 (48.1)	132 (38.3)	1 (0.3)	5.22 (.76)	5.0 (1.0)
	46	6 (1.7)	4 (1.2)	11 (3.2)	45 (13.0)	131 (38.0)	143 (41.4)	5 (1.4)	5.12 (1.03)	5.0 (1.0)
	51	3 (0.9)	3 (0.9)	11 (3.2)	53 (15.4)	166 (48.1)	106 (30.7)	3 (0.9)	5.03 (.90)	5.0 (1.0)
	14	13 (3.8)	23 (6.7)	27 (7.8)	82 (23.8)	127 (36.8)	70 (20.3)	3 (0.9)	4.45 (1.30)	5.0 (1.0)
	20	23 (6.7)	22 (6.4)	34 (9.9)	92 (26.7)	105 (30.4)	69 (20.0)	0 (0.0)	4.28 (1.41)	5.0 (1.0)

Appendix 26: Mann-Whitney test results of difference between teachers and students- questionnaire items

Questionnaire items	Teacher or student	N	Mean Rank	Mann-Whitney U	Z score	p-value	Effect size
1. Establish good relationship with students.	Teacher	95	235.61	14952.500	-1.552	.121	
	Student	345	216.34				
	Total	440					
2. Offer ongoing feedback.	Teacher	95	305.28	8333.500	-7.747	.000	0.37
	Student	345	197.16				
	Total	440					
3. Allow students to get to know each other.	Teacher	95	236.30	14791.500	-1.555	.120	
	Student	344	215.50				
	Total	439					
4. Show her enthusiasm for teaching English.	Teacher	95	252.35	13266.500	-3.271	.001	0.16
	Student	344	211.07				
	Total	439					
5. Offer rewards for participating in activities.	Teacher	95	193.77	13848.500	-2.425	.015	0.12
	Student	344	227.24				
	Total	439					
6. Reduce students' language anxiety when they are speaking in English.	Teacher	93	224.87	15264.000	-.826	.409	
	Student	342	216.13				
	Total	435					
7. Bring in and encourage humour.	Teacher	94	218.00	16027.000	.000	1.000	
	Student	341	218.00				
	Total	435					
8. Invite senior students to share their English learning experiences with the class.	Teacher	95	216.85	16041.000	-.240	.810	
	Student	343	220.23				
	Total	438					
9. Allow students choices about the learning process.	Teacher	93	208.25	14996.000	-.860	.390	
	Student	341	220.02				
	Total	434					
10. Create a pleasant atmosphere in the classroom.	Teacher	94	236.12	14605.500	-1.732	.083	
	Student	344	214.96				
	Total	438					
12. Provide students with positive feedback.	Teacher	95	258.61	12197.500	-3.923	.000	0.19
	Student	339	205.98				
	Total	434					

Questionnaire items	Teacher or student	N	Mean Rank	Mann-Whitney U	Z score	p-value	Effect size
13. Help students accept the fact that they will make mistakes as part of the learning process.	Teacher	93	249.68	12957.000	-3.110	.002	0.15
	Student	342	209.39				
	Total	435					
14. Include activities that lead to the completion of whole group tasks, such as project work.	Teacher	94	279.48	10341.500	-5.525	.000	0.26
	Student	342	201.74				
	Total	436					
15. Show students how particular activities help them to attain their goal.	Teacher	93	249.64	12309.500	-3.361	.001	0.16
	Student	335	204.74				
	Total	428					
16. Encourage students to explore English community, like watching English TV channels.	Teacher	95	230.35	15262.000	-1.027	.304	
	Student	343	216.50				
	Total	438					
17. Encourage students to imagine themselves using English when travelling abroad.	Teacher	95	215.77	15938.500	-.369	.712	
	Student	343	220.53				
	Total	438					
19. Teach her students self-motivating strategies, such as self encouragement.	Teacher	95	235.86	14833.000	-1.514	.130	
	Student	344	215.62				
	Total	439					
20. Select tasks which require students' movement in the classroom, such as role	Teacher	95	277.16	11004.500	-5.077	.000	0.24
	Student	345	204.90				
	Total	440					
23. Make tasks challenging.	Teacher	96	240.77	14566.000	-1.877	.060	
	Student	344	214.84				
	Total	440					
24. Pay attention and listen to each student.	Teacher	94	238.18	14130.000	-1.932	.053	0.09
	Student	341	212.44				
	Total	435					
25. Use authentic materials, such as an article from an English newspaper.	Teacher	95	289.50	9642.500	-6.427	.000	0.31
	Student	343	200.11				
	Total	438					
26. Encourage students to try harder	Teacher	96	256.94	13014.000	-3.530	.000	0.17
	Student	344	210.33				
	Total	440					
27. Increase the amount of English she uses in the class.	Teacher	96	250.59	13527.500	-3.113	.002	0.15
	Student	343	211.44				
	Total	439					

Questionnaire items	Teacher or student	N	Mean Rank	Mann-Whitney U	Z score	p-value	Effect size
28. Share the reasons for her interest in English with her students.	Teacher	95	264.82	11987.000	-4.237	.000	0.20
	Student	343	206.95				
	Total	438					
29. Invite successful role models to class.	Teacher	95	183.85	12906.000	-3.198	.001	0.15
	Student	341	228.15				
	Total	436					
30. Involve students in designing and running the English course	Teacher	95	148.54	9551.500	-6.357	.000	0.30
	Student	342	238.57				
	Total	437					
31. Be ready to answer academic questions of students.	Teacher	94	250.87	12749.000	-3.307	.001	0.16
	Student	339	207.61				
	Total	433					
32. Encourage students to imagine themselves using English to communicate with international friends.	Teacher	96	213.12	15803.500	-.729	.466	
	Student	344	222.56				
	Total	440					
34. Build the lesson plans based on students' needs.	Teacher	96	248.07	13673.000	-2.735	.006	0.13
	Student	342	211.48				
	Total	438					
35. Give students choices about how they will be assessed.	Teacher	96	148.65	9614.500	-6.474	.000	0.31
	Student	341	238.80				
	Total	437					
36. Draw students' attention to the content of the task.	Teacher	94	266.27	11583.500	-4.542	.000	0.22
	Student	342	205.37				
	Total	436					
37. Use learning technologies in her classes such as computer.	Teacher	94	259.44	12319.500	-3.812	.000	0.18
	Student	343	207.92				
	Total	437					
38. Indicate to her students that she believes in their efforts to learn English.	Teacher	95	241.24	14132.000	-2.154	.031	0.10
	Student	342	212.82				
	Total	437					
39. Offer rewards in a motivational manner.	Teacher	95	191.16	13600.500	-2.646	.008	0.13
	Student	343	227.35				
	Total	438					
40. Draw her students' attention to their strengths and abilities.	Teacher	94	241.26	14028.500	-2.194	.028	0.10
	Student	343	212.90				
	Total	437					

Questionnaire items	Teacher or student	N	Mean Rank	Mann-Whitney U	Z score	p-value	Effect size
41. Provide face to face feedback to students about their progress.	Teacher	95	238.58	14479.500	-1.805	.071	
	Student	343	214.21				
	Total	438					
43. Give students choices about when they will be assessed.	Teacher	95	112.01	6081.000	-10.124	.000	0.48
	Student	343	249.27				
	Total	438					
45. Show students that she cares about their progress.	Teacher	96	236.78	14565.500	-1.830	.067	
	Student	340	213.34				
	Total	436					
46. Encourage group work.	Teacher	96	257.90	12538.000	-3.768	.000	0.18
	Student	340	207.38				
	Total	436					
47. Explain the purpose of a task.	Teacher	96	278.39	10955.000	-5.464	.000	0.26
	Student	344	204.35				
	Total	440					
48. Break the routine by varying the presentation format.	Teacher	96	243.84	14367.000	-2.323	.020	0.11
	Student	345	214.64				
	Total	441					
49. Help students develop realistic beliefs about their progress in English language learning.	Teacher	96	244.55	14107.500	-2.370	.018	0.11
	Student	343	213.13				
	Total	439					
50. Recognise students' academic progress.	Teacher	96	252.82	13313.500	-3.191	.001	0.15
	Student	343	210.81				
	Total	439					
51. Use small-group tasks where students can mix.	Teacher	96	261.63	12371.500	-3.997	.000	0.19
	Student	342	207.67				
	Total	438					
52. Present tasks in a motivated way.	Teacher	96	240.01	14447.500	-1.994	.046	0.10
	Student	342	213.74				
	Total	438					
53. Invite an English speaker to class.	Teacher	96	206.50	15168.000	-1.292	.196	
	Student	344	224.41				
	Total	440					
54. Encourage students to set English learning goals.	Teacher	94	236.80	14447.500	-1.680	.093	
	Student	343	214.12				
	Total	437					

Questionnaire items	Teacher or student	N	Mean Rank	Mann-Whitney U	Z score	p-value	Effect size
56. Remind students of the benefits of mastering English.	Teacher	95	262.04	11776.500	-4.358	.000	0.21 small
	Student	338	204.34				
	Total	433					
57. Encourage students to imagine the future situations where they will need English.	Teacher	96	238.70	14764.500	-1.761	.078	
	Student	344	215.42				
	Total	440					
58. Celebrate students' success.	Teacher	96	208.52	15362.000	-1.220	.223	
	Student	345	224.47				
	Total	441					
59. Encourage students to share personal experiences and thoughts.	Teacher	96	240.96	14452.000	-2.006	.045	0.10
	Student	343	214.13				
	Total	439					
60. Provide encouragement.	Teacher	95	252.83	13126.500	-3.410	.001	0.16
	Student	343	210.27				
	Total	438					
61. Use an interesting opening activity to start each class.	Teacher	96	222.96	16084.000	-.337	.736	
	Student	342	218.53				
	Total	438					
62. Relate the subject matter to the students' everyday experiences.	Teacher	96	245.59	13815.000	-2.582	.010	0.12
	Student	341	211.51				
	Total	437					
63. Organise outings.	Teacher	96	125.19	7362.500	-9.278	.000	0.44 medium
	Student	344	247.10				
	Total	440					
64. State the objectives of each class.	Teacher	96	258.84	12543.000	-3.684	.000	0.18 small
	Student	341	207.78				
	Total	437					
65. Encourage students to imagine themselves using English in their future career.	Teacher	96	221.64	16402.500	-.114	.909	
	Student	344	220.18				
	Total	440					