

Exploring College Students' English Language Learning Motivation and Their Teachers' Motivational Strategies

استكشاف دوافع تعلم اللغة الإنجليزية لطلاب الكليات والاستراتيجيات
التحفيزية لمعلميهم

by

SHEHAB A. R. ABBAS

**A thesis submitted in partial fulfilment
of the requirements for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION**

at

The British University in Dubai

August 2022

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ABSTRACT

Exploring College Students' English Language Learning Motivation and Their Teachers' Motivational Strategies

Motivation is a key element in the process of L2 learning. This leads many researchers to investigate the students' motivational factors, teachers' motivational strategies, students' perceptions about their teachers' strategies, and what strategies students use to maintain their L2 learning motivation inside and outside the classroom. The literature reveals that many studies explored students' perceptions regarding their motivational factors for learning English but rarely tackled both students' and teachers' perceptions regarding students' motivational components and the motivational strategies which teachers use to maintain or boost students' English learning motivation.

This study explores students' motivational factors and what approaches students use to maintain their motivation. Besides, it will explore EFL teachers' and students' views about motivational strategies used in Abu Dhabi EFL classrooms in order to investigate potential mismatches.

Collecting qualitative and quantitative data adopted a mixed-method approach which was carried out in the academic context of three campuses in one of Abu-Dhabi's private colleges. This involved first the administration of a questionnaire to teachers and students. Second, six EFL teachers and six EFL students were in-depth interviewed individually for the purpose of exploring further those essential issues which might be revealed from both teachers and students' personal opinions in regard to motivational factors in learning the language along with those that might be shown in respect to teachers and students' viewpoint relating to the strategies adopted by teachers for motivating their students.

Findings reveal that students have average interest and motivation to learn English. Besides, their motivation is mostly instrumental i.e., future career, academic study, and travelling. In addition, there are discrepancies between students and teachers' perceptions of the important motivational strategies which should be used by teachers to boost students' motivation to learn English.

The findings will help teachers focus more on their students' motivational factors; and consequently, they will help in tailoring their classes in a way which will be more motivating for the learners. Moreover, by having a clear picture of students' perceptions of the motivational strategies used in classroom, teachers will have more awareness of the motivational strategies used in their classes. Moreover, policy makers of English language teaching in the UAE will get a good picture about how things go with college students regarding English language learning.

الخلاصة

استكشاف دوافع تعلم اللغة الإنجليزية لطلاب الكلية والاستراتيجيات التحفيزية لمعلميهم

إنّ الدافع عنصر أساسي في عملية تعلم اللغة الثانية ويقود هذا العنصر العديد من الباحثين للتحقيق في العوامل التحفيزية للطلاب، واستراتيجيات المعلمين التحفيزية، وتصورات الطلاب حول استراتيجيات معلميهم، وما هي الاستراتيجيات التي يستخدمها الطلاب للحفاظ على دوافع تعلم اللغة الثانية داخل الفصل الدراسي وخارجه. تكشف الأدبيات أن العديد من الدراسات استكشفت تصورات الطلاب فيما يتعلق بالعوامل التحفيزية لتعلم اللغة الإنجليزية، لكنها نادرًا ما عالجت تصورات كل من الطلاب والمعلمين فيما يتعلق بالمكونات التحفيزية للطلاب والاستراتيجيات التحفيزية التي يستخدمها المعلمون للحفاظ على تحفيز الطلاب لتعلم اللغة الإنجليزية أو تعزيزه.

تستكشف هذه الدراسة العوامل التحفيزية للطلاب وما هي الأساليب التي يستخدمها الطلاب للحفاظ على دوافعهم. بالإضافة إلى ذلك، سوف تستكشف آراء معلمي وطلاب اللغة الإنجليزية كلغة أجنبية حول الاستراتيجيات التحفيزية المستخدمة في الفصول الدراسية في أبو ظبي لتعليم اللغة الإنجليزية كلغة أجنبية من أجل التحقيق في حالات عدم التطابق المحتملة.

تبنت عملية جمع البيانات النوعية والكمية التي أجريت في السياق الجامعي لثلاثة فروع جامعية في كلية خاصة في أبو ظبي مقارنةً متعددة المناهج. تضمنت هذه العملية أولاً إجراء استبانة للمعلمين والطلاب؛ و ثانيًا، أُجريت مقابلات معمقة مع ستة معلمين من معلمي اللغة الإنكليزية لغةً أجنبيةً و ستة طلاب من طلبة اللغة الإنكليزية لغةً أجنبيةً، كل على حدة، من أجل استكشاف إي من القضايا الجوهرية المتعلقة بمفاهيم كل من المعلمين و الطلاب عن العوامل التحفيزية في تعلم اللغة، و كذلك لبيان تلك العوامل التحفيزية فيما يتعلق بآراء المعلمين و الطلاب حول الأساليب التي يعتمد عليها المعلمون لتحفيز طلبتهم في تعلم اللغة.

تظهر النتائج أن الطلاب لديهم اهتمام ودافع متوسطين لتعلم اللغة الإنجليزية. إلى جانب ذلك، فإن دوافعهم عملية في الغالب أي مهنة المستقبل، والدراسة الأكاديمية، والسفر. إلى جانب ذلك، هناك تناقضات بين تصورات الطلاب والمعلمين حول الاستراتيجيات التحفيزية المهمة التي يجب أن يستخدمها المعلمون لتعزيز حافز الطلاب لتعلم اللغة الإنجليزية.

سوف تساعد النتائج المعلمين على التركيز بشكل أكبر على العوامل التحفيزية لطلابهم؛ وبالتالي، سوف تساعد في إدارة فصولهم الدراسية بطريقة تكون أكثر تحفيزاً. علاوة على ذلك، من خلال الحصول على صورة واضحة لتصورات الطلاب عن الاستراتيجيات التحفيزية المستخدمة في الفصل الدراسي، سيكون لدى المعلمين وعي أكبر بالاستراتيجيات التحفيزية المستخدمة في فصولهم الدراسية. بالإضافة إلى ذلك، سيحصل صانعو سياسة تدريس اللغة الإنجليزية في دولة الإمارات العربية المتحدة على صورة جيدة حول كيفية سير الأمور مع طلاب الجامعات فيما يتعلق بتعلم اللغة الإنجليزية.

DEDICATION

To my parents, wife, and children

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ABBREVIATIONS AND ACRONYMS

AMTB	Attitude /Motivation Test Battery
CAA	Commission for Academic Accreditation
DMCs	Directed Motivational Currents
EFL	English as a Foreign Language
ESL	English as a Second Language
FLAGS	Foreign Language Attitudes and Goals Survey
FLL	Foreign Language Learning
IDs	Individual differences
IELTS	International English Language Testing System
L1	First Language
L2	Second Language
LLM	Language Learning Motivation
MoE	Ministry of Education
MSS	Motivational Self System
MS	Motivational Strategy
MSs	Motivational Strategies
POA	Production-Oriented Approach
SDT	Self-Determination Theory
SLL	Second Language Learning
TESOL	Teaching of English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
UAE	United Arab Emirates

CHAPTER ONE: INTRODUCTION

1.1 Overview

English has become the most dominant language all over the world due to particular reasons. According to Buchanan (2017), those reasons are: 1. the British Empire, 2. post-war USA (booming American businesses), 3. prestige (it is used across the world to indicate a particular lifestyle or culture related to American-style success or entertainment, or sometimes to indicate a certain British quality) , 4. technology , and 5. the snowball effect (the internet , the radio , schools , and the business world) . Hence, many countries in the world gave status to English to be used as a lingua franca. Moreover, several countries have also made it as a second language. However, the implementation of English as a second language in the Gulf States has been complicated by the big influence and dominance of many mother tongues spoken by community groups residing in these countries (Al Othman & Shuqair 2013).

It is believed that motivation is the driving force that might lead to success in many cases academically and nonacademically i.e., inside or outside classrooms. As defined by Murray (1964), motivation is a factor which works internally to arouse, direct and integrates a person' behaviour. It is noticed or explained indirectly throughout the individual's behaviour. According to Pintrich and Schunak (2002), motivation is the process which is responsible for instigating and sustaining a goal-directed activity. Similarly, Brown and Lee (2015) define motivation as the inner drive, impulse, emotion, or desire that pushes one into a certain action.

As far as the field of second/ foreign language learning is concerned, motivation is defined by Gardner (1985) as the combination of both effort, desire, and the attitude towards learning the target language for achieving the goal of learning that language. Hence, in Gardner's definition, there are three identified elements working together to have positive motivation. For Gardner, effort alone is not enough for generating motivation. Human beings may do something just because they were requested to do so; they may do it for pleasing others and not because they are motivated to do it. Moreover, having just a desire

to do something may not have an impact on motivation. People have many desires and dreams, and this does not mean that those would be achieved by only people having them. Also having a positive attitude towards something does not get people to their goals unless they work actively to achieve them. Therefore, according to Gardner and Smyth (1981), a motivated student is the one who intends to achieve a particular goal, has the willingness to work hard to achieve that goal, and is satisfied in the process of achieving it. According to Al-Shammary (1984), motivation is the need producing a strong desire which guides the learners' potentialities to learn more to fulfil the need.

Second/foreign language motivation; henceforth, L2 learning motivation is a key element in the process of learning a foreign language. Corder's famous statement (1967) that is, 'given motivation, any normal human being can learn a second language if he is exposed to its data' (p.164), is still dominant in the study of this area. Motivation is one of the most central and complex variables which is used to explain foreign language learners' individual differences (MacIntyre et al. 2001). It has been viewed that even students with excellent learning abilities cannot establish long-term goals without sufficient motivation, nor are teaching practices or appropriate curricula enough by themselves to ensure students' success (Dörnyei 2005).

A great deal of research has been conducted in the last four decades to explore the complex nature of learning motivation. The research has always tried to explain the process of L2 motivation. Nevertheless, there has been a significant increase in the area of language motivation research in the last decade (Boo, Dörnyei and Ryan, 2015). Several studies were conducted to explore the nature and development of foreign language motivational aspects (e.g. Damayanti & Rachmawati 2022; Muho & Taraj 2022; Musleh 2010; Pakpahan & Hasibuan 2022; Rehman et al. 2014 ; Sandoval 2010 ; Schiller & Dorner 2021 ; Schmidt 2014 ; Shibuya 2010; & Tuan 2012)

On the other hand, motivational strategies have a high importance in sustaining and boosting students' motivation. Motivational strategies are described by Dörnyei (2001c) as the effects that are intentionally used to gain some organized, efficient and long-term useful outcomes. Both motivation and motivational strategies have a primary role in improving the process of language learning (Hussain, Akram & Hussain 2021).

It is worthwhile here referring to some studies which were conducted to explore motivational strategies and techniques (e.g., Alison & Halliwell 2002; Al Shehri 2013; Brown 2001; Chambers 1999; Dörnyei 2001a; Elashhab 2020; Hussain, Akram & Hussain 2021 & Williams & Burden 1997). However, there is a scarcity of research in the UAE to investigate students' and teachers' perceptions on the motivational teaching strategies and students' motivational components.

This chapter will discuss the background on the educational system in the UAE, context of the study (Abu Dhabi city), the rationale and problem statement, purpose of the study and research questions, significance of the study, and the organization of the thesis.

1.2 Background on the Educational System in the UAE.

The UAE is a federation country formed of seven emirates. Those are Abu Dhabi (the capital), Dubai, Sharjah, Ajman, RAK, Umm al Quwain, and Fujairah. The emirates were unified in 1971, and since that date education has been given a priority to expedite its development (Alhebsi, Pettaway & Waller 2015). The boom in the educational system in the UAE occurred in two main stages (Ghallagher 2019). The first stage spanned from the 1970s till the 1990s. It witnessed the foundation and development of the infrastructure and system so that schools and universities could lodge the maximum number of students. The second stage spanned from the millennium onwards. It witnessed a shift in more expanded options and better quality in the system of education. Beside the public institutions, more private international schools, colleges, and universities were included. This occurred due to the increase in the number of the population of the expatriates. According to the Worldometer elaboration of the latest United Nations data (2022), the current population of the UAE is 10,125,028. Those represent people from more than 200 nationalities (The United Arab Emirates' Government portal 2022a). There are approximately 17 curricula offered by international schools with a predominance of UK, U.S., and Indian models (International Trade Administration 2022). The ministry of education (MoE) is responsible for constructing, operating, regulating the registration of Emirati students in public schools, employing teachers, leaders and staff, overseeing the opening of new public schools in all emirates except Abu Dhabi. Besides, it is responsible for developing the UAE national curriculum, licensing of teachers, creating national assessments which qualify high school graduate students to enter the higher educational institutions (Gaad, Arif & Scott 2006).

Moreover, private schools which follow the UAE national curriculum in northern emirates (Sharjah, Ajman, Umm Al Quwain, RAK, and Fujairah) are regulated by the MoE. The ministry is also responsible for designing and overseeing the Arabic and Islamic curriculum provision in all schools in the whole country. This is done to preserve and promote the values and identity of the UAE culture.

In 2005, the Abu Dhabi Department of Education and Knowledge (ADEK) was established. It is the government entity which is responsible for operating public and private schools in the Emirate of Abu Dhabi. An education reform was initiated by ADEK during 2007-2009. Some of the initiatives which were prioritized include developing the physical and digital infrastructure of the schools, improving teacher competencies, enhancing the quality of education outcomes, and expanding the early years sector. There are three regions in Abu Dhabi Emirate: Abu Dhabi City, Al Ain City , and Al Dhafra region. ADEK oversees, 265 public schools, 31 charter schools and 236 private schools in those three regions (ADEK 2022).

Private schools in Dubai are regulated by a government authority named Knowledge and Human Development Authority (KHDA). It was established in 2006, and it includes several functional agencies to ensure a broad provision of educational services that cover the early years, schools, higher education, and vocational education sectors. KHDA supervises a total of 215 private schools in Dubai (KHDA 2022).

As far as the higher education system in the UAE is concerned, there are 67 public and private colleges and universities offering different programs across the country (Commission for Academic Accreditation 2020). The MoE oversees the general planning of higher education and scientific research in the UAE. The ministry is responsible for preparing draft laws for the establishment of federal governmental institutes of higher education and scientific research, as well as licensing and accrediting private institutes of higher education (The United Arab Emirates Government Portal 2022b).

The Commission of Academic Accreditation (CAA) is responsible for conducting a program of licensure of institutions of higher education and accreditation of each of their academic programs in the UAE. Through licensure of colleges and universities and accreditation of individual programs, the commission strives to assure high-quality education, consistent with international standards. The commission is a member of the

International Network for Accreditation and serves these institutes as well as students, citizens, and residents of regional countries (The United Arab Emirates Government Portal 2022b).

In addition, the National Authority for Scientific Research was established by the MoE in 2008. The mission of this entity is to assist in the knowledge industry and to support innovation through the participation of institutes of higher education in the UAE. The UAE government aims at having a knowledge-based economy; therefore, the MoE promotes conducting research by national researchers for developing a national system of innovation which will create a strong base for research in higher educational institutes (The United Arab Emirates Government Portal 2022b).

In Abu Dhabi Emirate, ADEK operates at the emirate level. It can establish academic institutes and educational bodies in Abu Dhabi, in co-ordination with MoE and with approval from the Executive Council (The United Arab Emirates Government Portal 2022b).

English language is taught from KG level in all schools across the country. Public schools and private schools which follow the UAE national curriculum in Dubai and northern emirates teach English language as one of the school subjects, and all other subjects are taught in Arabic. All international schools across the country use English as the medium of teaching in all subjects except Arabic, and Islamic culture.

1.3 Context: English Language in Abu Dhabi, UAE

To get a good view of the picture of the context of this study, it is essential to describe the status of English in Abu Dhabi which is the capital of the UAE.

According to the Global Media Insight (2022), the total expat population of the UAE in 2022 is 8.92 million, and the total population is 10.08 million. This means that the expat population constitutes 88% of the total population. There is no official statistics about the number of languages spoken in the UAE; however, there are approximately 100 languages spoken by 200 nationalities and 150 ethnic groups (The National, 22 March 2009 cited by Randall and Samimi 2010, p.43). Nevertheless, due to the growth in several industries such as medical services and retail business, English is significantly the dominant language

across the whole country. As a result, the need of learning English has considerably arisen in the last two decades forcing many people to learn it in academic institutions or language centres.

Abu Dhabi has three main regions. These are Abu Dhabi Island and its outskirts, Al Ain, and Al Dhafrah Region. Schools in Abu Dhabi used to teach English starting from grade five. This was till the late 1990s. It was only taught as a subject of foreign language, i.e., all other school subjects were taught in Arabic. Nowadays English is taught starting from KG1. All government schools teach math, science, geography, and social studies in English. However, private schools which follow the UAE national curriculum (MoE curriculum) teach English as a subject of foreign language, i.e., all other subjects are taught in Arabic. Nevertheless, the trend nowadays is that many people prefer to enrol their children in either government schools or international private schools where English is the medium of instruction in science, math, and social studies. Arabic, which is the official language, is the medium of instruction in two or three subjects which are Arabic, Islamic culture, and Arab social studies.

One of the requirements for joining any higher education institution in any program across the country is to have an English proficiency certificate. The accepted English proficiency certificates by the MoE are ITP TOEFL, IBT TOEFL, academic IELTS, and English EMSAT. For academic programs whose medium of instruction are in Arabic, the minimum accepted scores are 450 ITP TOEFL, 51 IBT TOEFL, 4.5 academic IELTS, and 950 English EMSAT. For academic programs whose medium of instruction are in English, the minimum accepted scores are 500 ITP TOEFL, 61 IBT TOEFL, 5 academic IELTS, and 1100 English EMSAT.

1.4 Rationale and Problem Statement

The process of learning an L2 is different from learning any other school subjects in many ways. This is because motivation to learn a foreign language requires many components. These components are individual differences, family background, social and cultural factors, situational factors, and cognition (Renchler 1992; Belmechri & Hummel 1998). Students usually encounter challenges for achieving their goals in language learning (Pakpahan & Hasibuan 2022). Those challenges are problems which need to be studied to find solutions for them. Researchers, institutions, teachers of English must constantly try to

find and think about appropriate solutions to prevail over those challenges. Motivating students to always be enthusiastic about L2 learning is the most appropriate effort which can be exerted. There is a heavy necessity for studying student motivation in learning English in the form of needs, encouragement and goals. Because, without understanding these three aspects, learning goals will be difficult to achieve (Pakpahan & Hasibuan 2022).

The value of a college degree goes on increasing in the UAE. Many working professionals who do not hold an academic qualification are keen on pursuing their higher education after several years of leaving off. However, this keenness is hindered by their poor English language skills; particularly, in reading and writing. Besides, the situation gets more complicated when they face the problem of obtaining the certificate of English language proficiency (IELTS, TOEFL or EMSAT) test. This test certificate is one of the most important admission prerequisites imposed by the MoE. However, it was observed by the researcher that even if students get this English language proficiency test certificate, they lack the English language learning motivation to study general English credit courses and their core courses whose medium of instruction is English.

The main concern that pushed the researcher to investigate the issue of motivation is that any student with high skills or talents cannot achieve his goal without being motivated. Besides, students in the researcher's workplace (private college in Abu Dhabi) have little motivation to study English courses. Most students are working professionals who have jobs in government departments. They pursue their higher education to get promoted in their ranks and job titles and have higher allowances. Lectures usually start at 2:00 pm i.e., after students have had their lunch meal. In addition, one of the programs in the college requires students to study core courses whose medium of instruction is Arabic (native language). Nevertheless, in that major core courses are taught in Arabic, but there are four credit courses which are taught in English, and students have the least L2 learning motivation among all students in the whole institution.

There is a scarcity of studies on the issue of higher education L2 learning motivation in the UAE (e.g., Engin & McKeown 2012, 2016). Nevertheless, these studies are about learning motivation in general and not about language learning motivation. Moreover, there are

small population MA theses which are about English language learning motivation in the UAE (e.g., Al Ouqla 2015 & Qashoa 2006). However, Qashoa's study tackles secondary school students whereas Al Ouqla's study population involves seven participants only.

1.5 Research Purpose and Research Questions

The purpose of the research is to explore the motivational factors of adult Arab learners of L2 (English) in a private college in Abu Dhabi, and to explore the motivational teaching strategies as perceived by both teachers and students.

The research questions are:

1. What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?
2. What are the teaching motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?
3. What are the teaching motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?
4. What are the discrepancies in views about the importance of certain teaching motivational strategies between students and instructors?

1.6 Significance of the Study

The study will uncover the L2 motivational factors of students, and it will explore the students' and teachers' perceptions of teachers' motivational strategies used in classrooms. The perceptions of both teachers and students will be compared and contrasted. The findings will help teachers focus more on their students' motivational factors; and consequently, they will help in tailoring their classes in a way which will be more motivating for the learners. Moreover, by having a clear picture of students' perceptions of the motivational strategies used in classroom, teachers will have more awareness of the

motivational strategies which must be adopted in their classes. Besides, researchers will have a good view of students' motivational factors in the UAE and the students' perceptions of the teaching MSs adopted in the classrooms. Therefore, researchers can rely on the findings of this study in their future research. Moreover, policy makers of English language teaching will get a clear picture about how things go with college students regarding L2 learning motivation.

1.7 Organization of the Dissertation

This chapter has begun by providing an overview of the status of English language all over the world, and the role of motivation in learning a foreign language. It has also discussed the background on the educational system in the UAE and context of the study, rationale and problem statement, research purpose and research questions, and the significance of study.

Chapter two encompasses the literature review part of the dissertation. It includes a discussion of the concepts relevant to the study such as second and foreign language learning, definition of motivation, motivational strategies, adult language motivation, etc. Theories relevant to the study will also be presented and a summary of earlier studies that are relevant to this study will be discussed.

Chapter three discusses the research methodology and the different stages of the study and the instruments which have been used. Chapter four includes the data presentation and analysis. Chapter five presents the discussion of both quantitative and qualitative findings and a comparison between the two. Chapter six presents the conclusions of the study, implications, and recommendations for future research.

CHAPTER TWO: CONCEPTUAL FRAMEWORK, THEORETICAL FRAMEWORK, AND LITERATURE REVIEW

2.1 Introduction

This chapter will provide; first, a discussion about the concepts related to the study. The concepts which will be elaborated are the definition of motivation, integrative and instrumental motivation, intrinsic and extrinsic motivation, language learning motivation, second and foreign language learning, motivation and the language learning context, identities, and the role of English, adult L2 learning motivation, and motivational strategies. Second, an overview of the theories relevant to this research will be introduced. Theories include L2 motivational self-system, attribution theory, Gardner and his colleagues' theory of L2 motivation, task theory, the linguistic self-confidence, and motivational strategies framework. Finally, the literature review part will be presented. It will include a historical development of language learning motivation research and a summary of some earlier and latest studies on L2 learning motivation that have informed this research.

2.2 Conceptual Framework

2.2.1 Motivation

Whilst it is agreed that the role of motivation and motivating learners to learn are crucial in formal education settings, there are differences in the opinions and views of scholars about the nature of motivation and the necessary conditions for impacting it. According to Coyle (2014), it is often stated that motivation can be easily recognized by teachers; however, it is difficult to define. and the term is involved beyond different theoretical fields including the pedagogic, social, cognitive, and psychological.

According to Cherry (2022), “motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term "motivation" is frequently used to describe why a person does something. It is the driving force behind human actions” (p.2). Dörnyei and Otto (1998) define motivation as “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, operationalized and (successfully or unsuccessfully) acted out” (p.5). Jones, George and Hill (2000) define motivation as “psychological forces that determine the direction of a person’s behavior, a person’s level of effort, and a person’s level of persistence in the face of obstacles (p.427). Myers (1996) defines motivation as “a need or desire that serves to energize behavior and to direct it towards a goal” (p.297).

As seen from the above definitions, they almost have the same general idea. The term motivation refers to the routes and amount of human behaviour, the choice of a particular action, the persistence and the effort exerted for achieving a specific goal. From the point of view of the researcher of this study, Dörnyei and Otto’s definition of motivation (1998) is the most appropriate one because it states that motivation is dynamic and changing. Motivation is temporal and changing in the sense that it is not constant. Learners may be highly motivated when started doing a task, and later they may get bored with the same task for several reasons.

2.2.2 Integrative and Instrumental Motivation

There are two types of motivation which are frequently mentioned in the literature of L2 learning motivation. Those are integrative and instrumental motivation. According to Mirhadizadeh (2016), integrative motivation is defined as the learners’ level of willingness to integrate with the target language community so that they can feel that they fit in the group community speaking the target language. This involves the learner’s personal interest in learning a second language for integrating with the culture and people of that language (Ellis 2008). On the other hand, instrumental motivation refers to the type of

motivation which pushes an individual to learn a second language for functional reasons such as getting a job, passing an exam, or reading technical details (Gardner 1985).

2.2.3 Extrinsic and Intrinsic Motivation

Students are the centre of the learning process, and there are many factors which are involved in the process. Some of these factors come from within or without students i.e., inside or outside them (Wisnuwardhani 2022). External factors include teachers, methods and techniques, teaching aids, classroom environment, approaches, materials, and others. Internal factors include the psychological and physical conditions and psychological conditions of students. Both internal and external factors play an important role in the learning process. The level, to which learners are intrinsically or extrinsically motivated to succeed, seems to be the most powerful aspect in the whole motivation construct (Mirhadizadeh 2016).

The distinction between extrinsic and intrinsic motivation came up from the theory of self-determination (SDT) which was developed by Deci and Ryan (1985 cited in Ramalingam & Jiar 2022). Both types of motivation have an influence on the success of language learners. When external factors such as rewards, grades, or the opinions of others are present, the extrinsic motivation is stimulated, while the intrinsic motivation is provoked by internal factors such as personal interests, curiosity, or the perception of an activity as enjoyable (Renninger 2000 cited in Ramalingam & Jiar 2022).

2.2.4 Language Learning Motivation

Many scholars claim that motivation is one of the major factors pushing people to study an L2 (Brown 2014; Dörnyei 2005; Ehrman & Oxford 1995; Gardner, Tremblay & Masgoret 1997; Oxford & Nyikos 1989; and Oxford & Shearin 1994 cited in Smith, 2009). Language proficiency level has an influence on the motivational levels for foreign language learners (Smith 2009). Although many factors are involved in learning a foreign language such as aptitude, intelligence, keenness, diligence, tolerance, openness to working with others and to mention only a few, it seems that motivation is the most important one (Oxford & Nyikos 1989 cited in Smith 2009). Research shows that the ability of a learner to decide on an activity, job, or subject has an impact on a learner's

motivation and also other psychological variables throughout the learning process (Ryan, Connell, & Deci, 1983 & Ryan & Deci 2000).

Motivation in language learning was theorized from the field of socio-educational research during the period 1960-1990. The early understanding of motivation in SLA was particularly influenced by Gardner's model of integrative motivation (1985). Integrativeness, attitudes towards the learning situation, and motivation are the three variables that comprised this model. For Gardner, a motivated learner will show “effort, desire and affect” (Gardner 2001, p.13 cited in Bower 2017). A positive emotional outcome is what 'Affect' refers to here which maybe, for example, enjoyment, leisure or interest. Hence, these positive attributes are responsible for causing intrinsic motivation, and they are more influential in maintaining effort than extrinsic motivation which is caused by external or instrumental influences such as the need to pass an exam. As proposed by Gardner, for learning a second language, the culture and the people community who speak the language have to be attractive to the learner i.e., the learner needs to be attracted to the culture and the people speaking the language (Gardner 2001; Gardner & Lambert 1972 cited in Bower 2017). Hence, these distinctive elements were the focus of early L2 learning motivation theory and this conceptualization made it distinguished from other areas of learning in the curriculum (Bower 2017).

2.2.5 Second & Foreign Language Learning (SLL & FLL)

Second language learning is the practice of learning a language in a country where it is widely spoken by people who are native speakers of the target language, whereas foreign language learning is the practice of studying a language in a country where the target language is not the dominant language. There are two main differences which separate SLL and FLL. Firstly, learning a language as a second language is much more immersive than learning a foreign language. This is because a learner experiences a greater level of exposure with more opportunities to communicate and apply what he has learned to a whole range of situations.

The other main difference is the cultural aspects of the target language. While somebody learning a language as a foreign language might be able to hold a conversation well, the complexities of social situations and language uses will be challenging to learn. People in

an SLL environment are regularly engaged in the language and will get to utilize what they have learned to real life situations, whereas someone learning a foreign language in their own country might not even get access to a native speaker. The real-life experiences of someone learning a second language are not fully compensated by learning in classrooms (Brown 2014, cited in English Study Break 2017). In the case of UAE, which is the context of this research, the researcher is in favour of using the concept of 'foreign language learning' though there is a considerable number of Asians, Europeans, and English native speakers who use English on a regular everyday basis. Nevertheless, this English cannot be considered as native English except for native speakers, but those do not constitute the majority of English speakers in the country.

2.2.6 Motivation and the Language Learning Context

Complexity in the context of language learning fact lies in several levels. At one level, the growth of immigration, the vast advancement in the communication technology, and the globalization, to name only a few, have made the use of English throughout the globe so fluid. Hence, it is not easy to define the English learning context as Ushioda (2013, p.5) states " the contexts within which people learn and use English are not so easily definable in geographical, physical, cultural, social or linguistic terms". Another level of complexity is the globalization of educational settings. Universities in the globe are competing to have a place in the academic market. And this competition is characterized by using English as the medium of instruction. Hence, it is complex to define what local learning context is and this complexity raises a critical question about how we can characterize people's motivation to learn English in this globalized world (Ushioda 2013). Similarly, the context of students' motivation in this research is hard to define and understand. Students are exposed to English language regularly in the UAE, and they study English either as general credit courses or as a medium of instruction in all their core courses. However, there is a considerable proportion of them who lack motivation to learn English.

2.2.7 Motivation, Identities, and the Role of English

As seen in the previous section, with the spread of global English and complexity and fluidity of its contexts, it is difficult to identify people's motivation for learning it. Their motivation is due to several reasons such as the interest of integrating with the target

language community and culture or the functional use of English being used as a lingua franc as in the case of UAE which is the location of the current study.

As is shown in statistical estimates, these lingua franca communication incidents comprise the overwhelming proportion of English language use in the globalized world (Crystal 2003 & Graddol 2006). Hence, it is difficult to conceptualize the notion of language reference group or community in these kinds of 'international English' communication settings. One of the arguments on this issue is that people are motivated to learn English because they want to contact and socialize with other people in this global community; consequently, one might describe their motivation as generalized international orientation as Yashima (2002) has called it 'international posture' in referring to Japanese learners of English. Similarly, as people are basically members of this global community, we also argue that their English motivation is to boost their sense of international identity i.e. being able to use English may be vital to them as they wish to see themselves –that is, part of their desired identity or sense of self (Ushioda 2013).

2.2.8 Adult L2 Learning Motivation

There is a good amount of research which has been conducted on adult L2 learning motivation during the recent years (e.g. Flynn 2020; Henry & Davydenko 2020; Hussain, Salam & Farid 2020; Palmieri 2018; & Schiller & Dorner 2021) . However, it is surprising that theories of L2 learning motivation on adults have been mostly absent in the mainstream research. This is because the categorization of age of adults is not clear cut. Another issue is that most of the research on L2 motivation was conducted on schools and university students. Hence the age groups of the research participants are categorized clearly (in the current research, age of participants is approximately 18-43 years). According to Merriam, Caffarell, and Baumgartner (2007), it is too hard to categorize adult education despite its big content of areas, delivery systems, goals, and learners. Hence, the first complexity in this regard is to define what an adult is, although in laws of almost all countries in the world an adult is defined as any individual whose age is above 18 years. In the field of education, an adult is defined by Gravet (2005) as an individual "whose main life task is not related to education" (p.27) and that individual adds the role of education to his full-time life duties (Merriam, Caffarella, & Baumgartner 2007). This definition is typical to our current study as most of the participants are working professionals who have

jobs in government departments and private companies. Another complexity arises in categorizing adult learning is the definition of formality of learning. Hence, learning in this regard is defined under three sub-categories namely, formal, informal, non-formal. Formal learning refers to the type of learning in which an individual must fulfil academic requirements to get a degree from an accredited school, college, or university. Informal learning refers to the type of learning which occurs through the individual's years of experience at his workplace. And non-formal learning refers to the type of learning which occurs when an individual continues in his professional development in the form of attending seminars, workshops, short courses, etc. (Ainsworth & Eton 2010). The language learning situation in the current study is formal.

2.2.9 Motivation and Achievement

In recent years, two fundamental factors that are essential in the successful and high-quality language learning and using in schools have come into view. The first is motivation, which is the driver for all learners to engage in the learning process. The second is the learner achievement. Examination entries used to measure achievement are getting less. This causes fewer young school leavers having appropriate linguistic abilities to utilize in the future (The Nuffield Languages Report, Department for Education and Science 2002 cited in Coyle 2014). A great effort from learners is needed in learning languages and these efforts are not usually rewarded immediately in terms of content and interesting challenge until the more advanced stages (The Nuffield Languages Report, Department for Education and Science 2002 cited in Coyle 2014). Besides, a naïve cause formula such as 'low motivation leads to low achievement' and vice versa is completely associated with describing achievement. Yet it is clear that linking motivation and achievement is much more complex and dynamic than can be explained through attitudes to work and ensuing test results (The Nuffield Languages Report, Department for Education and Science 2002 cited in Coyle 2014).

However, tension arises in what individuals achieve, what learners gain from their experiences of using language both in the present and future, and what is measured – all of which have an influence on learner engagement and sense of self (Coyle 2011). Learner achievement in schools is usually evidenced through test scores. However, there are other aspects that can be involved in measuring student achievement. These gains are 'value-

added' and they are captured and understood as cognitive, social and personal gains of individuals within the school context (Stelfox 2008). In order to understand those gains, a researcher has to gather evidence of what classroom learners and their teachers regard as successful learning as far as the classroom context is involved together with pedagogic interactions, learner engagement, and intensifying learner awareness of self. This kind of evidence is what Simons et al. (2003) define as 'practice-based evidence', seen from teacher and learner perspectives in terms of 'what works' (Doiz, Lasagabaster, & Sierra 2014) and based on a shared understanding of practices in CLIL/language classrooms. It is in contrast to evidence-based practice which has a pre-determined and often externally imposed set of criteria for evaluating achievement. Situated in the qualitative inquiry paradigm, practice-based evidence portrays the experiences and practices of learners and teachers in their own classrooms (Coyle 2014).

2.2.10 Motivational Strategies

The process of L2 learning is highly affected by the motivation learners carry in their entities. Hence, strategies which are implemented to motivate learners have a high influence on the learners' attitude towards the target language. However, 40 years before the millennium, research on LLM was mostly concerned with understanding the motivational factors that push people to learn a foreign language. In that research little attention was given to the MSs which teachers can implement to boost learners' motivation. Motivational strategies in L2 research are practices used by EFL teachers to encourage and sustain students' motivation to learn English (Al Shehri 2013). According to Dörnyei (2001a), they are defined as "those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p.28).

Both L2 motivation and educational psychological research witnessed an increased interest during the last three decades in the study of MSs and their implementations in the classrooms. Many studies in educational psychology, suggested practical methods to rise learners' motivation (Alderman 2008; Brophy 2004; McCombs & Pope 1994; Raffini 1993; Schunk, Pintrich & Meece 2008 cited in Al Shehri 2013). The construct of enhancing learner autonomy; for example , was proposed by McCombs and Pope (1994). A comprehensive framework was presented by Brophy (2004) to be used in the classrooms to motivate learners. In this framework, the constructs of intrinsic and extrinsic motivation

were strongly recommended to be used by teachers in the classrooms for arousing and sustaining learners' motivation.

Also, in 1990s which witnessed the beginning of the cognitive-situated period, much research was conducted to explore and investigate the aspects of classroom motivation. Teaching strategies were summarized and proposed for language teachers to help them boost learners' motivation. Many researchers have proposed and summarized strategies to help teachers promote students' motivation in the classroom. Theories of L2 motivation and educational psychology (e.g., Dörnyei 2001a; Hadfield & Dörnyei 2013, Oxford & Shearin 1994; and Williams & Burden 1997) which present those strategies were the basis of that research. The next sections will discuss those strategies.

2.3 Theoretical Framework

The research will explore L2 learning motivational factors for students and the MSs that are used or may be used as characterized by students and instructors. After extensive reviewing of the literature including previous studies and theories related to L2 learning motivation, the following theories and models will be the theoretical foundation of the study. Figure 1 below represents these theories and models.

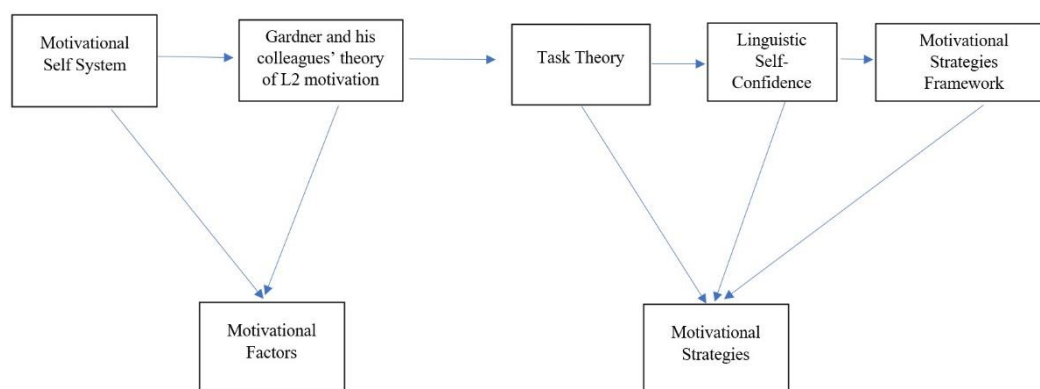


Figure 1: Theoretical framework

2.3.1 Motivational Self System (MSS)

This is one of the most prominent models in studying motivation which will be utilized in this study to explore students' motivational factors in L2 learning. It was proposed by Dörnyei (2005). It came out as a synthesis of previous research in L2 motivation. The model

involves aspects relevant to the self' research in motivational psychology. As mentioned previously in section 2.1. those are 'possible selves' by Markus & Nurius (1986) and self-discrepancy theory by Higgins (1987). According to Markus & Nurius's model, possible selves represent ideas of individuals. The thoughts are what they may become, what they might want to end up, and what they fear getting to be (Markus & Nurius, 1986).

Similar to that model is proposed by Higgins (1987). Again, this model has three layers; two of which are linked to people's future wishes. The three self-layers are:

- The actual self: is what individuals believe about themselves or others i.e. what attributes they or others have.
- The ideal self: is what individuals believe about themselves or others of how they would aspire to be.
- The ought self is what individuals believe about the attributes they or others should have.

As far as L2 learning motivation framework is concerned, Dörnyei (2005) in the L2 MSS interprets the three components affecting L2 motivation as Ideal L2 self, ought-to L2 self, and L2 learning incident.

Ideals L2 are what learners want to be. This construct can be a powerful motivator for L2 learning as it motivates students to learn an L2 to reduce the gap between them and native speakers or their peers who they consider as models in their social environment. This view incorporates the two traditional concepts of motivation which are integrative and internalized reasons to learn something as it constitutes a wish or hope for them (Higgins 1998).

The Ought-to L2 self is more externalized. It includes external pressures on learners by which they undergo pressures like fear of failure. This construct has also positive influence in motivating students to learn. It includes the traditional models of extrinsic and instrumental motives that arise from students themselves (Higgins, 1998).

The learning experience component involves situation-specific motives related to the immediate learning environment and experience (Dörnyei, 2005). This component is

different from the first two. It is a process- oriented rather than outcome- oriented one. It has many influences in the classroom and how the process of learning a language occurs (Dörnyei 2005).

Still, other researches on the L2 Motivational Self System have referred to a number of differences relating to the motivational force within each one of the components. In this regard, Csizér and Kormos (2009) studied Hungarian secondary-school and university EFL students. They came out to conclude that students' Ideal L2 self L2 learning experiences result in developing motivated L2 behaviour in all students. Similar supportive results were found by other researches done in different learning contexts, as in Pakistan and Japan. Again, the ideal L2 self and L2 learning experience have been found the best motivating factors (Islam, Lamb & Chambers 2013; Taguchi, Magid, & Papi 2009). Also, it was found out that Ideal L2 self had a significant role in driving students towards motivation in Japanese and Saudi learning environments (Al-Shehri 2009; Ryan 2009). As for Lamb (2012), he carried out a study among Indonesian adolescent learners and concluded that the strongest motivating factor was the L2 learning experience, but Ideal L2 self created a little motivating force for learning. Lamb (2012) thought that this might be the case because of the compulsory nature of teaching English as an academic subject along a timetable; as such students' motivation might be thought as contingent upon the immediate experience of learning rather than the desired future status. As well, it was pointed that experiences in Ideal L2 self and L2 learning bring anxiety for learning English to lower levels but raise motivational levels.

In respect to ought-to L2 self, it was shown to have a lesser effect in L2 learners' motivation (Dörnyei & Chan 2013; Dörnyei, Csizér, & Nemeth 2006; Taguchi, Magid, & Papi 2009). Other studies, however, have shown the absence of any such role of the ought-to L2 self on L2 learners' motivation (Csizér & Kormos 2009; Csizér & Lukács 2010; Lamb 2012). Papi (2010) indicated that the ought-to L2 self raises the levels of learning anxiety in students, but Csizér and Kormos (2009) made reference to the limited role played by the ought-to L2 self in creating motivational drives in students; this was done by showing how from an early age, L2 learners were considering and thinking of their future career need for learning English. This reality helps students pay little attention to ought-to L2 self in comparison to paying more attention to internalizing a type of instrumental motivation. This is naturally helped by the fact students are almost always being

surrounded by media and TV programs all run by technologies and software prepared in English.

In a nutshell, Dörnyei's (2005) concept of L2 motivation, L2 Motivational Self System, is very important to consider in the understanding L2 learning motivation. But a limitation in the application of this theory works at the borders between its three components, which Dörnyei (2009a) names as a bottom-up process as the L2 process of learning may have an effect on students' future objectives, but not the process itself which might be motivating also in relation to how students would participate and enjoy doing their learning tasks. As well, another drawback in the theory is that the influence of the learning context and how this might affect L2 motivation has been given little consideration. In this respect, Ushioda (2012) suggested that new theories of L2 should pay more and more attention to the interaction between the L2 learners' selves and the learning context in which it is carried out. This relation may influence learner's identity anytime and anywhere.

2.3.2 Gardner and His Colleagues' Theory of L2 Motivation

Gardner is considered the grandfather of research on L2 language motivation. He started working on that since the early 1950s in Canada (Dörnyei, 2001b). Gardner (1979) argues that L2 learning is different from learning other school subjects. The process of learning a language does not only involve knowing the linguistic codes of a particular language, rather, it involves "acquiring symbolic elements of different ethnolinguistic community" (p.193).

Three well developed areas form parts of Gardner's motivation theory. The first is the construct of the *integrative motivation*; the second is the construct of the *Attitude /Motivation Test Battery* (AMTB). The later was frequently used as a standardized instrument with well documented psychometric properties. Besides, it offers an exhaustive list of motivational elements that have been found to influence learning achievement considerably in past empirical studies (including classroom-particular elements, for example, the appraisal of the educator and the course). The third construct is the socio-instructive model, which is a general learning model that coordinates motivation as a foundation. The first two constructs will be used in the current study to identify the

importance of learning English in Abu Dhabi, UAE where English is the lingua franca. Hence, a need for learning English is a must. The two constructs will help the researcher investigate and explore students' motivational factors in matters such as integrating with people from western nationalities at their workplaces and at public settings.

Even with what might be taken as an early contribution to the understanding of L2 motivation, Gardner's theory of motivation took its share of criticism at the very time it was published. This was mainly due to the context in which it was published, specifically Canada which is a bi-lingual environment, and because of the distinction made between L2 acquisition and EFL learning. Again, researchers refer to a number of limitations in the application of Gardner's theory as though forgetting those points of strength in treating L2 motivation. Questions have been raised as to its application in different EFL contexts where contact by learners with L2 speakers is limited (e.g., Dörnyei 1990; Oxford & Shearin 1994). This is an effect called upon based on where the model was developed and how it concentrated on L2 acquisition, and in consequence, the argument is that integrative motivation is a bilingual-context specific issue. If it is applied elsewhere, the way EFL learners feel will not be reflected the way they really are. Moreover, another type of limitation on Gardner's theory is pertaining to the integrative part of motivation especially when it is applied in contexts where is functioning as a global medium of communication (Crystal, 2003). As being a "lingua franca", English in this global regard has to be no more considered as belonging to a separate culture different from all other cultures, but it has to be seen as a very operative representation of the global culture. In effect, a number of studies have shown that L2 motivation in learners may include reference to an identification with English as being a part of globally internationalized world, and not as a part of a specific culture of a certain English-speaking community. In this regard, Yashima (2002) has concluded that some EFL learners have the motivation to learn English in so far as it is an international language. She (2002, P. 57) talks about what is called "international posture" which she identifies in reference to the Japanese as being the interest in foreign or international affairs, wish to travel to foreign countries for staying or working, interest in interacting with a partner from a different culture, and the willingness for communicating with people from different ethnic groups. In similar lines, Lamb (2004) sees it possible that L2 learners' motivation might result from the need to follow a bicultural aspect of identity to involve its both sides, the international and the local. Further, Stockwell (2013) considers it natural in this era of fast technological and scientific development for L2

learners to have their identities shaped and motivated in a parallel way so as to arrive at huge sources of science and technology. Here, in the present study, an examination is carried out of those instrumental and integrative motivational strategies, and there will a very good chance to look at how both teachers and students make use of such strategies and how they view as part of the L2 process, and to see whether these strategies are coping with previous research or not.

Gardner's theoretical model has been examined by many researchers whose results supported the model itself via making clear that its three components may have an influence on students' learning motivation and may talk about how they may act through the whole process (Dörnyei & Chan 2013; Islam, Martin, & Chambers 2013; Papi 2010).

2.3.3 Task Theory

This is a contemporary theory developed from *Expectancy-value model of motivation* which is based on viewing human behavior from a cognitive point of view. The theory is related to the work of Eccles and Wigfield (e.g., Eccles et al 1983; Wigfield 1994; Wigfield & Eccles 2002; & Eccles 2007). A comprehensive model was developed to address the significance of the task process. Four elements are included in this theory:

- *Attainment value* in which the importance of the successful completion of a task or activity is emphasized.
- *Intrinsic value* in which the pleasure and enjoyment resulted from doing a task is emphasized
- *Utility value* addresses the importance of doing a task in fulfilling future plans and demands of an individual.
- *Cost* refers to the time and effort exerted by an individual for doing a task.

Personal motivating factors such as individual needs and goals in the present and future are the basis of this model. According to Brophy (2004), in applying this theory in educational settings, several academic factors are involved. This is also an important theory which will be utilized in conducting the current study as it looks at the motivational strategies used by English instructors inside and outside their classes to motivate their students for L2

learning. This theory was utilized in conducting the current study as it looks at the motivational strategies used by English instructors inside and outside their classes to motivate their students for L2 learning.

The way Dörnyei (2002) viewed 'task motivation' and how it would work may be in one way or another difficult to work with the teaching practice within a class. This is because the way students are motivated to do a task usually varies. How a task might be done by a student would not always appeal to another. Further, levels of students' performance in English as well as their personalities could be affective factors in implementing and dealing with the components of any task. Teachers in this context may not be able to know whether this is so or not since it is a matter of internal processing in students who would vary greatly. In conclusion, the task motivation theory takes care of the dynamic nature of L2 motivation and sees itself associated with how to think of L2 as a behaviour –oriented process.

2.3.4 Linguistic Self-Confidence

This construct was developed by Clément (1980). Clément, Dörnyei and Noels (1994) define linguistic self-confidence as the state of a learner when he has low anxiety with a high perception of his language competence. They also claim that this linguistic self-confidence has a direct and indirect influence on the L2 proficiency " through the students' attitude toward and effort expended on learning English" (p.441). Two factors are involved in this construct. Those are anxiety of using a foreign language and perception of competence. Clément, Dörnyei and Noels (1994) claim also that this linguistic self-confidence is a main motivational factor when a foreign language is taught and where there is a little chance to contact with individuals from the target language community and that language can only be accessed indirectly using media for example. This construct is important in the current study as it will be used to examine the motivational strategies that are used to promote the linguistic self-confidence of learners.

2.3.5 Motivational Strategies Framework

Two well-known L2 learning motivational models were developed by Dörnyei (1994) and Williams and Burden (1997). Dörnyei's model (1994) includes three levels namely, language level, learner's level, and language situation level. There are 30 motivational

strategies in this framework. Making students set their achieving goals and structuring course material according to learners' needs are examples of this model.

Williams and Burden's model (1997) presents another detailed model of L2 motivation. It includes many factors affecting L2 learning motivation. They state that motivation is a multidimensional construct, and each individual is motivated in a different way. The influential motivational factors include for example, the education system, the learning environment, and teachers. The following motivational strategies will be explained in the next sections.

2.3.5.1 Creating the Basic Motivational Conditions

According to Dörnyei (2001a), to employ motivational strategies successfully, there must be available conditions so that generating motivation can be effective. For Dörnyei, the following three conditions which will be explained in detail are indispensable. They are: 1. appropriate teacher behaviors and a good rapport with the students; 2. an enjoyable and supportive classroom environment; and 3. a cohesive learner group with appropriate group norms. Those conditions are interrelated for example, a teacher cannot have an enjoyable classroom environment if there is tension between her and the students (Dörnyei 2001a).

2.3.5.2 Appropriate Teacher Behaviour

The first of the previously mentioned conditions is the teacher behavior. Studies by Dörnyei and Csizsér (1998), Chambers (1999), and Schiller and Dörnyei (2021) which were conducted in different contexts reveal that the teacher's own behavior is the most important motivational tool. Four important main points are involved in this. The first of these is enthusiasm. In an answer for a question which is 'who is your most influential teacher ever?', the American psychologist Mihaly Csikszentmihalyi's concluded answer (1997) was that they are the enthusiastic ones. The second important point in the teacher behavior is commitment to and expectations for the students' learning. In her teaching job, a teacher is a group leader, and she must show care about students' success and their academic advancement. Students must notice that a teacher is not only there for the salary (Dörnyei 2001a). Brophy (2004) adds another significant component to the commitment

issue. He emphasizes that when we communicate with our students, we should believe that the students share our enthusiasm for learning. We should make clear references to this. Hence, a teacher treats students as if they are already eager learners, they are more likely to become eager learners. Let them know that they are expected to be curious learners.

Besides, teacher commitment to his students' academic progress is not enough. A teacher should have high expectations for what the students can achieve. If a teacher believes that her students are high achievers, there is a good chance that they will be. However, if she expects the opposite, her students will probably 'live down' to these expectations (Dörnyei 2001a).

One more important point of teacher behavior is the rapport with students. There is a strong chance for teachers who have mutual respect and trust with their students, and they show their concerns about their academic performance to inspire them for high academic performance (Dörnyei 2001a).

2.3.5.3 Pleasant and Helpful Classroom Environment

Another more important strategy is making a pleasant and helpful classroom environment which helps to generate essential motivational circumstances. Together with L2 teaching, the instructive setting for L2 learning should provide a pleasant and motivational classroom atmosphere to preserve motivation the whole time of the lesson (Dörnyei, 2007a). It was shown by studies that students' anxiety is promoted by a tense classroom environment; consequently, creating one of the factors reducing student's motivation (MacIntyre 2002; Young 1999). The use of humor and creating a pleasant classroom environment are some of the strategies which Dörnyei (2001a) suggests. Creating a safe environment which promotes taking risk and encourages student to making mistakes is another motivational strategy in this regard.

2.3.5.4 Cohesive learner group with suitable group norms

Promoting a consistent learner group is the third strategy which can be used to create basic motivational conditions. According to Dörnyei and Malderez (1999), Dörnyei and Muir (2019), and Dörnyei and Murphey (2003), one of the classroom issues influencing students' motivation is the dynamics of a learner group. Group cohesion and group norms are among the many aspects constituting the group dynamics. As Dörnyei (2001a) states, group members in the classroom are connected to each other by group cohesion which acts as a 'magnetism'. The members of the classroom are committed to each other and the group by this cohesion. To create a cohesive class, there are some factors which are suggested by Ehrman and Dörnyei (1998). Promoting class members to know each other and to share their experiences are some of the factors that can help to create cohesion. Besides, asking class members to work as a whole group in projects whose tasks can be achieved is another technique to create cohesion. Another technique is to make class members participate in activities which require cooperation and interaction. Role playing and pair or small group work are examples of those activities. Such activities promote collaborative learning which is considered an effective method in the learning process (Johnson et al 1981; McGroarty 1992; Walberg 1999 cited in Al Shehri 2013). According to Koch and Terrell (1991) and Young (1991), participating in small group activities make students feel more comfortable. Besides, Murray and Christison (2011) mention that the principles of cooperative learning and cooperative skills should be taught by teachers. Knowing the value of the group work and having the language skills required for well performance in the group work activity and having good time to practice these skills are those principles. Establishing group norms is another aspect of group dynamics.

As stated by Dörnyei and Ushioda (2011), in order to make group norms useful, class members should be informed clearly about them so that they can adopt those norms willingly. Tolerance is an example of a fundamental norm which students should develop so that they would not feel embarrassed when making mistakes. Besides, Dörnyei and Murphey (2003) add that potential group norms should be introduced to students by discussing and justifying their purpose at an early stage of their lives.

The strategies relevant to creating motivation basic conditions have been discussed in the previous sections. The following section will discuss generating initial motivation which is the second area of this framework.

2.3.5.5 Generating Initial Motivation

According to Brophy (2004), if school students were given the choice, academic learning is the least activity they would like to do. Nevertheless, their academic learning and attendance are mandatory, and their curricula are chosen by policy makers not by them. Consequently, some students go to school without having motivation to learn. Hence, as suggested by Dörnyei (2001a), teachers have to dynamically create encouraging student attitudes regarding learning by using some strategies. Examples of such wide-running strategies which L2 educators could utilize are improving L2 related values of students, boosting the goal orientedness of the students, and urging students to make an appealing vision of their Ideal L2 self.

2.3.5.6 Improve the Learners' Language-Related Values

L2 related values should be familiarized to learners by teachers; consequently, this might add in improving positive attitudes towards L2 learning. According to Dörnyei (2001a) people have a 'value system' which is grounded on their past actions and comprises their assumptions and awareness about the world.

People's preferences and manners to particular activities are influenced by these values – system. Dörnyei and Ushioda (2011) state that there are three kinds of L2 related values which are intrinsic, integrative, and instrumental values. Intrinsic values are relevant to the internal interest in the L2 learning process. Integrative values have to do with socializing and integrating with the L2 speaking community, and instrumental values relate to interests in finding a future job or fear of failing exams.

2.3.5.7 Boost Learners' Goal-Orientedness

As defined by Dörnyei and Ushioda (2011), goal-orientedness is “the extent to which the group is attuned to pursuing its official goal” (p.115). The need for defining the goal for the group has been necessitated by many researchers which is essential for generating initial motivation (Hadfield 1992; Oxford & Shearin 1994).

As pointed out by Hadfield (1992), although agreeing on group goals is challenging, it is necessary for the fruitful working of a group because it guides the group to a common intention. One of the difficulties in agreeing on group goals is that group members have usually different goals (Dörnyei 2001a). Besides, not only students' motivation is related to academic goals, but also to their social goals such as relationship with teachers (Wentzel 2000). Nevertheless, one of the strategies used to establish common goals among students, it is suggested that students are encouraged to discuss their individual goals, and they are also allowed to determine their individual and attainable goals (Dörnyei, 2001a).

2.3.5.8 Develop learners' Ideal L2 self

According to her research (2013), Al Shehri states that many studies (Al-Shehri 2009 ; Csizér & Kormos 2009 ; Islam , Lamb and Chambers 2013 ; Papi 2010 ; Ryan 2009) in different contexts such as Iran , Hungary , and Saudi Arabia emphasize the significance of Ideal L2 self in motivating students . Dörnyei and Ushioda (2011) suggest six factors to create Ideal L2 self:

1. The Ideal L2 self vision must be constructed. This is achieved by showing significant role models to establish possible future selves.
2. Raising the vision by enhancing Ideal L2 self-images.
3. Making the Ideal L2 self possible to accomplish by mulling over the potential challenges that may be confronted
4. Building up an action plan which incorporates setting goals and study plans.
5. Keeping the vision of Ideal L2 self alive, and instructors could help students to remember this powerful self by utilizing potent classroom activities and playing movies and songs, and maybe getting students to envision their Ideal selves and correct image at systematic periods.
6. Identifying the undesired consequences of not getting to the Ideal L2 self, and instructors could have an impact on this factor by helping their students to remember the drawbacks of not knowing foreign languages.

By embracing these six factors in the EFL classrooms, educators can help students visualize an appealing future L2 self so as to boost their L2 motivation. In light of these components, Hadfield and Dörnyei (2013) recommend numerous exercises which can be utilized by L2 instructors and relate to building, boosting, and activating Ideal L2 self.

2.3.5.9 Sustaining and Caring for Motivation

The third area of the motivational strategies framework is sustaining and caring for motivation which relates to fostering motivation all over the learning process. According to Wlodkowski (1986), any learning activity can turn out to be satiated. Hence, educators should apply MSs to keenly maintain and protect motivation throughout the learning process. Among the several strategies, relevant to this area, which could be utilized in the L2 classroom are giving tasks in a motivational manner, enhancing the self-confidence of learners, and encouraging autonomous learning (Dörnyei, 2001a).

2.3.5.10 Giving Tasks in a Motivational Manner

According to (Lee 2000), a task is any organized language learning attempt which has a specific target, suitable substance, a predefined working method, and a scope of outcomes for the individuals who do the task. ‘Task’ is along these lines expected to allude to a scope of workplans which have the general rationale for motivating language learning—from the straightforward and brief exercise type to increasingly perplexing and extensive exercises, for example, group critical thinking or simulations and decision-making. Accordingly, tasks should be presented motivationally by teachers to sustain student motivation. This can be done by presenting tasks interestingly to students. As suggested by Anderman and Anderman (2010), tasks can be made more interesting by making them challenging, relating them to students’ interests, and presenting novel elements. Furthermore, Dörnyei (2001a) suggest that tasks can be made more motivating to students by using certain strategies such as identifying the purpose and content of the tasks.

2.3.5.11 Boosting Learners' Self-Confidence

Students' self-confidence must be built to maintain their motivation. Self-confidence has been related to L2 motivation by many researchers (Akbari & Sahibzada 2020; Clément 1980; MacIntyre et al. 1998; & Maulina, Noni, & Basri 2019). Language anxiety is the main component of self-confidence which has an affective factor to L2 motivation. The less language anxiety an individual has, the more self-confidence he/she will have. Hence, it is recommended that teachers, for example, do not make social comparisons, and they tell students that making mistakes is an inevitable part of the learning process (Dörnyei, 2001a).

Another technique to boost learners' self-confidence is encouragement. One of the definitions of encouragement is the process of facilitating the development of a persons' inner resources and courage toward positive movement (Dinkmeyer & Losoncy 1996).

To encourage students, educators should laud students, have faith in their endeavors to learn English, and feature their qualities and capabilities. A further area which could build the confidence of students is instructing them the learning strategies. Learning strategies incorporate procedures which could be utilized to improve L2 learning and to make learning simpler and increasingly pleasurable (Oxford, 1990). Examples of such strategies are memorizing new vocabulary items by connecting them with pictures and linking new information to previous knowledge.

2.3.5.12 Promoting Learner Independence

Another strategy which could be utilized to keep up students' motivation is encouraging independent learning. According to Holec (1981), student independence is the capacity to assume responsibility for one's own learning. Little (1991) indicates that it surmises and involves that the student will build up a specific sort of psychological connection to the procedure and essence of his learning. According to Dickinson (1995), it is essential to sustain learning independence in a classroom directed by the teacher and in learning settings requiring self-access.

There are five approaches identified by Benson (2001) to assist learner independence in language learning. The first one is resource-based approach which features the student's

autonomous exploitation of learning materials. Another approach is technology-based which asserts independent interaction with learning educational technology. The third approach is learner-based which involves the development of independent learning skills. Moreover, there is the classroom-based approach which asserts the learner taking charge of the planning and evaluation of learning. And finally, the curriculum-based approach which emphasizes the learner's control over the curriculum.

Many researchers investigated the relation between L2 motivation and independence (e.g., Clément, & Pelletier 1999 ; Deci and Ryan 2000; Noels 2003; & Ushioda 1996a). Deci and Ryan (2000) point that independence is necessary to enhance learner motivation in general. According to Noels, Clément, and Pelletier (1999) and Noels (2003), there is a positive relationship between teachers' support of learner independence and student intrinsic motivation. The relation between independence and cognitive motivation theories such as self-determination theory and attribution theory is analyzed by Dickinson (1995). As far as the attribution theory is involved, it is found out that independent students can enhance their capability to accomplish learning tasks. Ushioda (1996b) proposes that independent learners are motivated because independence entails being responsible for learning, and motivation requires taking charge for the emotional facet of the learning process. In her research (2011b), Ushioda believes that independence can add to socializing and strengthening versatile qualities, characters and motivational routes by urging students to demonstrate their own personalities and taking part effectively in the learning process.

A framework for independence in language learning is suggested by Littlewood (1996). In this framework motivation and confidence are fundamental constituents which endorse students' aptitude to be independent. Besides, it is argued by Littlewood (1996) that students must possess the knowledge of a diversity of learning choices and the skills for working on their choices. However, teachers could assist students in improving these two areas of knowledge and skills which finally motivate students to be independent. According to Littlewood (1996), four elements must be possessed by students so that they contribute to independent learning. Those elements are *skill*, *knowledge*, *confidence* and *motivation*. Nevertheless, it is difficult to make a balance between these four elements as we might have a highly motivated and confident student with low skill or little knowledge. Hence, it is difficult to find him independent without getting some help from the teacher. However, it is the role of the teacher to help him improve the knowledge and the required skill to be independent which will result in making him a motivated independent learner.

Nonetheless, too much control from the side of the teacher might produce a negative effect. In the context of UAE, where there is very little research about the autonomy of students in L2 classroom, the idea of a controlling teacher is prevalent. However, in some research in a neighboring country, namely Saudi Arabia, research shows that although teachers agree upon the idea of learners' independence, they have little training to foster autonomy (Al Asmari 2013). In fact, teachers' beliefs about implemented strategies and theories in the classroom are not aligned. According to Alrabai (2011), promoting learners' independence is the least strategy promoted by teachers among all motivational strategies. A study by Alrabai (2011) finds that, amongst all the motivational strategies used by the teachers, promoting learner autonomy was the least implemented. In an exploratory study applied to Omani secondary school students, Al-Maqbali (2017) finds that two of the major challenges which encounter English teachers in terms of promoting learners' autonomy are students' demotivation and unawareness of the importance of learner autonomy. Little (1995) suggests that learner independence is a subject which needs teacher education i.e., teachers should be trained with the skills to build up independence in their learners who will be responsible for it. In addition, it can be observed that learner's independence is a relatively new trend in education. The curriculum is usually decided by policy makers in universities not the teachers themselves; consequently, this phenomenon limits teachers' independence which is considered a significant factor in boosting students' independence (Benson 2000; Little 1995; Little, Ridley, & Ushioda 2003; McGrath 2000 cited in Al Shehri 2013). It can be seen from the research into autonomy that the teacher role is very important in promoting it. Nevertheless, as argued in the research, if teachers have little autonomy, it will be challenging for them to pass on knowledge and skills to their students. Hence, unless policymakers allow for more freedom to teachers, it will not be possible to have fully independent students. As far as motivation is concerned, Dörnyei (2001a) points out that teachers can use different strategies to promote learners' independence. Allowing students to have choices for the learning aspects and taking responsibility of their learning are examples of such strategies.

2.3.5.13 Encouraging Positive Self-Evaluation

Different strategies involved in the three areas of motivational framework practice have been discussed so far. Figure 1.1 shows this full framework. The fourth area of this

framework is encouraging positive self-evaluation. This involves students' evaluation of their past experiences. Research shows that students' own evaluation of their past experiences has an influence on their future activity approach (Ushioda 1996a; Williams & Burden 1999). According to Dörnyei & Ushioda (2011), several strategies can be used by teachers to help students assess their achievements. Examples of these strategies are providing motivational feedback and offering rewards and grades.

2.3.5.14 Providing Motivational Feedback

Teachers' feedback given to students could have an impact on students' motivation in the L2 classroom. Several researchers address the importance of feedback in classrooms (e.g., Brophy, 2004; Hattie & Timperley 2007; Ford 1992; Raffini 1993). Brophy (2004) points out some attributes of motivational feedback. Among these attributes are a teacher being pleased about certain accomplishments, having confidence in students those final goals will be achieved, and providing valuable feedback about areas which need improvement. According to Hattie and Timperley (2007), the way and type of feedback are given can be differentially effective. Examples of motivational strategies suggested by Dörnyei (2001a) to teachers are giving prompt and regular feedback and reacting to positive contributions from students.

2.3.5.15 Offering Rewards and Grades in Motivating Manner

Using rewards and grades is a controversial issue in education. There are pros and cons of using them (Brophy 2004; Raffini 1996). According to Raffini (1996), giving rewards is useful strategy in classrooms; however, their heavy use may negatively impact the students' intrinsic motivation for doing activities. However, Dörnyei (2001a) suggests certain strategies. These techniques are not to overuse offering rewards, and they should be given for achieving difficult tasks.

Regarding grades, students usually relate them to their self-worth. Covington (2000) points out that students equate their self-worth with the grades they get. Many researchers have discussed the limitations of using the grading systems (Brophy, 2004; Covington & Teel, 1996). In their book (1996), Covington and Teel state that grades rather than learning are

the major concern of students and grades are subjective; they also encourage bad behavior such as cheating. Nevertheless, grades are still widespread in educational contexts. Therefore, teachers have many suggestions to use grades in motivational ways. For example, in case of failure, a student must be given another opportunity. Besides, ongoing assessment should be conducted rather than relying on summative test results. In addition, teachers should allow students to assess themselves (Brophy 2004; Dörnyei, 2001a).

Having discussed the conceptual, theoretical framework of the study, the following section will present the literature review of the study. It will present a discussion about the historical development of LLM research and a brief of some of the recent and earlier that have enriched this study.

2.4 Literature Review

This section will start by providing a discussion about the historical development of LLM research, then a presentation of recent and earlier studies on LLM will be provided.

2.4.1 Historical Development of Language Learning Motivation Research

Early research in this field started in the 1950s when a Canadian student was in the process of selecting a topic of research for his Ph.D. dissertation. The student asked his supervisor how a group member could learn a language of another group if he did not like that group. Then the supervisor decided on the research topic and told his student that this was your topic. The student and his supervisor were Robert Gardner and Wallace Lambert at McGill University in 1956. That incident was the key inciter of research in language learning motivation which has continued afterwards for decades (Gardner, 2001 cited in Al-Hoorie 2017).

In analyzing the historical development of research in language learning motivation (LLM henceforth), the previous work of particular scholars (e.g., Boo, Dörnyei, & Ryan 2015; Dörnyei 2005; Dörnyei & Ryan 2015; Dörnyei & Ushioda 2011 cited in Al-Ahoori 2017) will be heavily utilized. Three historical phases have been characterized by the efforts of those. The first phase is the social-psychological period. The focus of research of this phase was on the macroperspective language learning. The affective factors in intergroup

relations were the major concern in this research. Later, the progress of research was expanded to tackle the cognitive processes underwent by students throughout their language learning and the microcontext of the classroom. While in the third phase, various themes, such as the unconscious, affective, long-term aspects, and dynamic of motivation to learn English and other languages, have emerged (Al-Hoori 2017).

Returning to the social-psychological phase of LLM research, this period was led by Gardner and his companions in Canada. The assumption of learning an L2 being different from other school subjects is the basic foundation of that research. However, the dominant view at that time which states that intelligence and aptitude are the essential factors for a fruitful L2 learning was challenged by some researchers in the first half of the 20th century including Arsenian, Marckwardt, Nida, Whyte, and Holmberg (Al-Hoori 2017). As a result of the work of that research, a more focused investigation into the role of affective factors was undertaken by Gardner. According to Gardner's classification (2010), the history of his research is divided into three phases. *Ancient history* is the name of the first phase which he himself called. The period of this phase is from 1945 to 1972. It involves his early research together with his MA and PhD work. His later work with Lambert (1972) is also included in the phase. He called the second phase *early history* which spanned from 1970s to early 1980s. Funding was granted to Gardner and P.C. Smythe to set up the Language Research Group at the University of West Ontario during this period. They conducted research across Canada. The last phase of Gardner's research is *modern history* as called by him. In this phase that language research group was dissolved, and the phase marked the start of the cognitive-situated period during 1990s. Very productive research was conducted by Gardner's and his associates during these three phases. They developed the socioeducational model. Four different aspects of learning processes are postulated in this model. Those are the social milieu (cultural and educational backgrounds), individual differences, individual differences (IDs; intelligence, aptitude, motivation, and anxiety), acquisition contexts (formal vs. informal), and outcomes (linguistic vs. nonlinguistic).

The focus on the integrative motive was a major part of empirical research. According to this motive, motivation and aptitude positively affect language achievement while language anxiety has a negative influence on this achievement. Consequently, motivation is a function of integrativeness, attitudes concerning the learning situation, and

instrumentality. According to Gardner (2007), elemental, consolidation, conscious, and automaticity and thought constitute the four stages of L2 development. Hence, Gardner (2010) states that making the language part of the self is involved in acquisition. Gardner's framework was debatably the dominant paradigm in the social-psychological period; however, other frameworks were also dynamic then. Among these are Clement's social context model (1980), Giles and Byrne's intergroup model (1982), and Schumann's acculturation model (1978). However, according to Dörnyei and Ryan (2015), all these models share a common theme which is the macro-level analysis of the interrelationship between social groups and contextual variables (Al-Hoorie 2017).

2.4.1.1 The Cognitive–Situated Period

As necessitated by Gardner and associates for decades, the socioeducational model is dynamic rather than static (e.g., Gardner 2010; Gardner & Tremblay 1994; MacIntyre 2002). For Gardner (2010), in addition to linking variables together, this model also describes a process. However, Gardner acknowledges that his model is not intended to explain to teachers why some students are more successful than others, neither it is to provide explanations for motivating their students, nor to give reasons to students to help them understand their own success or lack thereof. The model is designed to provide reasons for general relationships in an economical and testable structure which permits verification and replication (Gardner 2010). Besides, the model is not classroom-friendly; hence, it was criticized from other perspectives. Dörnyei (1994b, 2005) ; for example , clarifies that conceptual ambiguity would result due to mixing the abstract mental phenomenon of motivation with motivational intensity (i.e., effort) (MacIntyre, 2002). Moreover, English , during the last several decades , has been spreading as a decentralized global language ; consequently , this resulted in making the idea of integrating with native speakers from Anglophone countries less and less meaningful (e.g., Coetzee-Van Rooy, 2006; McClelland, 2000). Besides, according to Lamb (2004), some integrative and instrumental orientations are not easily distinguishable.

As a result of these abundant issues, the research of language motivation in the beginning of the 1990s witnessed a shift into a new phase which is described as the *cognitive–situated period* (Dörnyei & Ryan 2015; Dörnyei & Ushioda 2011).

As Gardner's integrativeness was believed to be as an affective factor, Dörnyei (2010) endeavors to reveal its cognitive bases through re-explaining it into the ideal L2 self. The attempt to re-explain integrativeness from the cognitive perspective brought about the formulation of the L2 Motivational Self System (L2 MSS, Dörnyei 2005, 2009a). The L2 MSS consists of the ideal L2 self, the ought to L2 self, and the L2 learning experience (See section 2.2). However, the original tripartite conceptualization of the integrative motive is preserved through this categorization. Two theories are considered the basis of the L2 MSS. Those are the self-discrepancy theory (Higgins, 1987), and possible selves' theory (Markus & Nurius, 1986). On one hand, learners may feel discomfort if their apparent level of ability is different from the level they hope to realize (i.e., actual-ideal discrepancy) or from the level they believe they are expected to meet. L2 proficiency may be boosted by this psychological discomfort in being a motivator for lessening this discrepancy. On the other hand, having a detailed vision of a desired possible self may boost the learner's motivation because the imagined self becomes a practical reality that the learner can see and hear. As observed in their survey (2015) of language motivation which spanned for about a decade, Boo, Dörnyei and Ryan conclude that the L2 MSS is currently the dominant framework in the field.

Besides, in another survey by Sugita McEown, Noels and Chaffee (2014) which spanned about two decades, they also view that the SDT (Deci & Ryan, 1985) had been used by a growing number of researchers as a primary theoretical framework or they had borrowed some aspects of it.

However, according to Al-Hoorie (2017), beside those two frameworks, language motivation continued to be realigned by some researchers with educational psychology, and they made use of aspects of other non-L2-specific theories such as social cognitive theory (e.g., Mills, Pajares, & Herron, 2007) and attribution theory (e.g., Williams et al. 2004).

Hence, the methodological repertoire was expanded by this type of innovation leading to a growing number of qualitative investigations and practical classroom language motivation research (Boo, Dörnyei, & Ryan 2015). In fact, opposing to focusing on the large picture in the social-psychological period, and because this kind of research focuses on the processes used in classrooms by making them more teacher-friendly, it might be suitable to describe this phase as the *educational period*.

2.4.1.2 The Current Period

In their historical analysis (2015), Dörnyei and Ryan state that language learning motivation field is in its third phase currently. They describe this phase by the move to sociodynamic standpoints. For them, the most outstanding feature of this phase is probably the developing stress on the dynamic nature of motivation and its fleeting difference. However, a number of other themes are also emerging, and so they emphasize that there is a need to be cautious in not portraying researchers as part of a movement which is coordinated and focused when there were more different diverse concerns coming up at the same time (Dörnyei and Ryan 2015)

Analyzing the advancements in the field from a deeper viewpoint, some analysts (e.g., Boo, Dörnyei, & Ryan 2015; Sugita McEown, Noels, & Chaffee 2014) have also indicated some drawbacks in the previous research. For instance, the two past periods agree in spotting motivation as a conscious process in which learning English—instead of other languages—is inspected during a rather short span and utilizing rather “simplistic” research designs (Boo et al. 2015). Moreover, the samples explored are tertiary students in general, while different hypothetical frameworks have investigated members from various age groups and from various social backgrounds; therefore, making cross-theoretical comparisons challenging (Sugita McEown et al. 2014). In addition, the increasing use of technology in everyday life and its effect on language learning currently have been ignored by this research. (Al-Hoorie 2017)

2.4.1.2.1 Dynamic Motivation

It was observed that L2 learners are significantly different from L1 learners in how successful they are in their language ability; consequently, research into individual differences was promoted. Several factors relevant to individual differences could probably account for this variability, such as motivation, aptitude, learning styles, learning strategies, and anxiety were identified by researchers (e.g., Dörnyei 2005; Skehan, 1989).

The findings of this approach can be summarized as: why is a learner learning an L2? How long is the learning process? How hard did he try? What is the quality of the learning process? How proactively? And in what way the learner engaged in the learning process? (Dörnyei & Ryan 2015).

In spite of being intuitively appealing, this approach is suggested to be no longer tenable by recent theoretical analysis. This is because it relies on a number of challenging assumptions. It is described by Dörnyei (2009b) as the “individual differences myth.”

One of these challenging assumptions is that these individual differences are noticeably identifiable (Dörnyei 2009b). Nevertheless, it is noticed after close examination of some of the traditional individual differences that the boundaries between them are more unobvious than what was primarily postulated. For example, the affective factor of motivation was traditionally seen as its dominant component; besides, motivation has been differentiated from the cognitive nature of aptitude. However, in reality, cognitive research has been the major component on which most influential theories of motivation rely. One more example is anxiety which is once treated as a motivational component, sometimes as an identity characteristic, and sometimes as an emotion (MacIntyre 2002). Moreover, the same applies to aptitude which is treated differently. Sometimes it involves cognitive features, and sometimes it involves affective and conative aspects (Robinson 2007). The modular view of the different individual differences is called into question due to the fuzzy distinction between them. One more challenging assumption is that individual differences are somewhat stable (Dörnyei 2009b).

Notwithstanding, it is currently increasingly perceived that, far from being steady, individual differences are very sensitive to contextual and transient variety. The different individual differences differ and fluctuate from time to time and from one context to another; consequently, their influence on language learning likewise fluctuates. One might find a motivated learner today, and he (the same learner) might be demotivated or he might have less motivation the next day or the next week. Besides, the same applies to fluid motivation and aptitude which are also malleable. Fluid intelligence used to be a genetically fixed asset. Nowadays it is viewed as interacting with the environment; consequently, making it dynamic rather than static and changeable rather than fixed. Hence, it becomes trainable to a considerable extent (Sternberg 2008). Similarly, language aptitude is not independent of context; alternatively, it is sensitive to the peculiarity of the task and situation (Robinson 2007).

As a result, one might observe a substantial association between a cause and effect in a certain occasion but insignificant at another (Ellis & Larsen-Freeman 2006). As McAdams (2006) states, people act according to what their instant situations necessitate them to do rather than what their deeply-rooted inner attributes might govern them to do.

As seen above, the individual differences are constantly dynamically changing in time and context; hence, the individual differences are not modular. Accordingly and as a result of this complex conceptualization, dynamic systems theory is suggested by Dörnyei (2009b p. 231) as a feasible approach that can compensate for this complexity. It was observed that the inauguration of adopting the complexity theory viewpoint in language motivation research was by the publication of a recent anthology edited by Dörnyei, MacIntyre, and Henry (2015). Those volume contributors obtained a variety of data-analytic methods to scrutinize the dynamics of motivation such as idiodynamics, latent growth modeling, and trajectory equifinality analysis. According to Dörnyei and Ryan (2015) it is anticipated that this perspective has the potential to keep researchers in language learning motivation busy for the next decade.

2.4.1.2.2 Affect and Emotions

According to Al-Hoorie 2017, it was a general trend when Dörnyei attempted to reinterpret integrativeness in the sense of cognitive terms in the language motivation field. Researchers in the early 1990s started to select cognitive components following the then-trendy approach in the research of educational psychology (e.g., Dörnyei 1994a). This wide-ranging move from affective-based models to cognitive-based models looks as if to indirectly imitate the view that affect is a “post-cognition” occurrence, in which affect is the only result of cognition (e.g., Muncy, 1986): when the involved cognitive processes are understood, the affective outcomes can then be deduced.

Despite being a dominant view subsequent to the cognitive transformation, some current researchers have shown reservation on it (Al-Hoorie 2017). For example, Pessoa (2008) claims that, the belief that cognition and emotion are disassociated components does not exist; in numerous situations, the two together support behavior (see also Okon-Singer et al. 2015). The case is the same with language learning. As explained by Schumann (1997), as far as the neural level is involved, different affective processes are interconnected; besides, affect and cognition are also strongly interwoven (p. 238). A critical category of this affective element is emotions because of their intimate relation to personality and adjustment in language learning (e.g., Noels, Pon & Clement 1996).

Some scholars argue that emotions are “true” affects; whereas, in the first period, the affective based models may; in fact, be cognitive to a certain extent (Al-Hoorie 2017, p. 4). In spite of this, little attention has been paid to emotions in the field of second language

acquisition (SLA) in general and particularly in language motivation. Due to the cognitivist roots of SLA; besides the inconsistent and, changing nature of emotions, Dörnyei and Ryan (2015) justify the reason of inadequate attention to emotions. For this reason, the expression “the greatest omission” is used by Dörnyei and Ryan (2015) to describe emotions (p. 9) among individual difference variables, making the field suffer from an “emotional deficit” (p. 10).

According to MacIntyre, Mackinnon, and Clement (2009), emotions are essentially important motivators, and for MacIntyre (2002) they are “the fundamental basis of motivation” (p. 45). Emotions are also considered by Swain (2013) as an elephant in a room; asserting that cognition and emotion are at least mutually dependent and at most unified and undividable.

Garrett & Young (2009) claim that despite having kept emotions for long time in “in the shadows” of language learning talks on the side of other aspects (p. 209), real classroom observation shows that ability and attitudes by themselves do not suffice to maintain motivation (MacIntyre, 2002). For Dörnyei & Murphy (2010), classrooms can cause a great deal of emotional confusion for many people and a language classroom is particularly loaded with emotional experience. MacIntyre (2002) exemplifies this in the case of embarrassment. Nobody can hardly imagine that language learner has never experienced embarrassment in a classroom and this embarrassment is sometimes defended by withdrawal or silence as forms of emotional defense depending on the embarrassment amount. (King 2011). There is no point for syllabus designers to design syllabuses that include little emotional investment as this would put more burden on teachers (Dewaele 2015). For dealing with such situations, it is recommended that teachers attempt to find aspects in the syllabus that can arouse student emotions; hence, more learner investment will be encouraged in the lesson (Kramsch 2009).

Although anxiety was one of the most negative emotions in language learning which was the focus of early research (e.g., Horwitz, Horwitz, & Cope, 1986), recently there is concentration on different emotions which have been named as the affective shift in SLA (Pavlenko, 2013). It is argued that neither negative emotions are always bad, nor positive ones should be neglected by researchers (Gregersen and MacIntyre 2014).

This status is reflected most clearly in three publications in the same year (Gabryś-Barker & Gałajda, 2016; ed. Gkonou, Tatzl, & Mercer 2016; MacIntyre, Gregersen, & Mercer,

2016). These publications mark the beginning of the positive psychology movement in SLA. The scholars of these publications tackle diverse topics linking emotions to language learning. These topics include hope, enjoyment, hardiness, empathy, eudemonic happiness, flow, and love. Taking into consideration the controversial position of positive psychology (e.g., Coyne & Tennen, 2010), the next few years would show the level to which this movement is approved in mainstream L2 motivation (Al-Hoorie 2017).

2.4.1.2.3 Unconscious Motivation

Although there are many perspectives on the concept of identify, one perspective persisted to be prominent over time which is the distinction between the *I*-self and the *Me*-self by William James (1890). While the wilful and volitional characteristics of motivation are the components of *I*-self, automatic and unconscious motivators are the constituents of the *Me*-self. According to Roeser and Peck (2009), both entities are independent but practically mutually dependent, and each one of them has to be considered in explaining motivation. According to Al-Hoori (2016a); nowadays, most of language motivation research has, somewhat indirectly, presupposed that a learner is a rational individual who is capable of recognizing and articulating what motivates him or her. Now, nevertheless, there has been a revival in the attention paid to unconscious motivation in mainstream motivational psychology. This can be observed by the increasing number of psychologists who are starting to recognize the significance of unconscious motivators (Al-Hoorie 2015). For example, Ryan and Legate (2012) state in their evaluation of the growing subjects in mainstream motivational psychology that the border between conscious and unconscious motivation was the most repeatedly referred area which provides possibility for future research. The maturity of language motivation discipline has become stable that it allows unconscious motivation to be a good topic of investigation; it also allows exploring issues related to the unconscious processes involved in the sub-disciplines of SLA. Boo, Dörnyei and Ryan 2015 are more specific in this regard by stating that the field has become ready to broaden into searching these aspects as it is clear that a linguistic landscape has been created by the language globalization. This landscape is attributed by positive developments and powerful negatives inclinations.

Dealing with unconscious motivation does not necessarily mean that it contradicts the existing themes in the field. To clarify this, the two parent theories of L2 MSS which are

possible selves and self-discrepancy would not reject the unconscious processes (Al-Hoorie 2017).

Regarding the possible selves theory, Markus and Nurius (1986) explain the role of the unconscious activation of both positive and negative possible selves. Similarly, Oyserman (2015) stresses that these results are involuntary and do not necessitate that people formulate a conscious option as to how to think about themselves.

As for the self-discrepancy theory, it also contains unconscious processes. This theory does not suppose that people know about the possibility or the openness of their self-discrepancies (Al-Hoorie 2017). Higgins (1987) states that it is evident that social information processing can be impacted by the availability and accessibility of stored social constituents involuntarily and without consciousness. Even the behavioral effects do not have to be conscious (Higgins 1989). Besides, Higgins (1998) discusses that self-discrepancy theory does not presuppose that a future self-guide is a steady individual difference variable, but that situational changeability can involuntarily stimulate the motivational consequence *independently* from the nature of the learner's self-guides. Higgins et al. (1994) apply an apparently irrelevant task to stimulate either the ideal or ought selves of their study participants. Even though the participants did not know that their ideal or ought selves were stimulated, this stimulation was still prosperous involuntarily determining their achievement on a following task demanding free recall.

Considering Gardner's integrative motivation, there is also an opportunity for such unconscious conceptualizations (Al-Hoorie 2017). For Gardner (2010), integrativeness is not a realized decision by the individual, and people may not be conscious of it. There are emotional factors influencing behavior that determine integrative motivation; however, these factors might not be perceived by the individual concerned Gardner (2010).

Nevertheless, current research in language motivation does not deny the effectiveness of research in unconscious process, but most researchers rely heavily on self-reported questionnaires and interviews (Ushioda 2013).

The field of language motivation may be enriched if themes relevant to implicit processes are included. Among the themes which have already been researched by motivational psychologists are implicit attitudes (Petty, Fazio, & Brinol 2009), implicit prejudice and stereotypes (ed. Levinson & Smith 2012), implicit motives (Schultheiss & Brunstein 2010), implicit self-concept (Brinol, Petty, & Wheeler 2006), implicit self-determination (Keatley et al. 2014), and implicit self-regulation (Koole et al. 2010). Definitely, if

language motivation researchers tackle these themes in their research, that will open several pathways (e.g., Al-Hoorie 2016a & Al-Hoorie 2016b).

2.4.1.2.4 Long-Term Motivation

Language learning motivation does not come up from vain; it is an entity that develops over time by relying on many events throughout the individual's life. Hence, the current and past experiences of an individual play an important role in developing the learning motivation positively or negatively. Consequently, the bigger portrait of the ecology of motivation has to be viewed more carefully by researchers. To clarify this, narrative interviews with 10 undergraduate students were conducted by Kaplan and Flum (2009) to recognize the processes that made the students take up different achievement goal orientations in their studies in college. To their surprise, when the participants were asked about their choices, experiences and engagement in college, relatively little was mentioned about the features of the learning atmosphere, their self-efficacy, or their reasons for success and failure. Rather, matters relevant to their growing up in their hometowns, problems in future careers and relationships, ethnicities, families, and high schools' experiences constituted the majority of their elaborations. They mentioned very little about their schoolwork, and they discussed it only when they felt that the material is important to the one who they thought he/she was important. To a large extent, the researchers conclude that the goal achievement of the participants in college was based on their identity and identity formation processes. (Kaplan & Flum, 2009).

It goes without say that long-term investigations necessitate longitudinal research designs; nevertheless, there is not much literature of longitudinal studies in the language motivation literature (Sugita McEown, Noels, & Chaffee 2014). Consequently, this creates a gap in our knowledge. This can be observed in research about L2 self-guides which have been investigated cross-sectionally; consequently, very little is known about their development or retrogression over time.

For example, as suggested by Dörnyei (2009a), for presecondary learners, it might not be appropriate to examine L2 self-guides (see also Lamb, 2012). However, Boo et al. (2015) state that there is “virtual absence” of systematic research into the motivation of younger learners (p. 156).

In spite of the lack of research on longitudinal motivation, there is an exception to that which is a currently focused notion called Directed Motivational Currents (DMCs) by

Dörnyei, Henry, and Muir (2016). DMCs can be defined as stream-like experiences that expand over different tasks united by a long-term goal i.e., DMCs are distinctive motivational rises that extend over longer timescales, and they are not essentially pleasing in themselves—because pleasure is achieved by getting to the final goal. Then, to provoke DMCs, a clear vision of the final goal must be there and a recognizable factor to instigate the start of motivation. After the launch of DMCs, they are then preserved by constant behavioural routines and progress checks. Ultimately, DMCs come down and motivation returns to its normal levels. To explain why Dörnyei named this concept so, he explains that ocean and motivation have currents which represent dreadful flow of energy, and these currents carry the life forms in unbelievable distances (Dörnyei, Henry, & Muir 2016).

Henry, Davydenko, and Dörnyei (2015) conducted the first empirical study of the of DMCs concept. The DMCs were applied to language learners, and those participated in interviews. The findings showed that DMCs have the features of a remarkable conducive entity, engagement of identity investment goals, and positive emotionality. This positive emotionality was further investigated, and results revealed that the whole identity of the participants was being changed in the process which caused this positive emotionality (Ibrahim 2016a).

2.4.2 Recent and Earlier Studies on L2 Learning Motivation

Zhang, Wang, and Mairin (2022) made a review of school based L2 learning motivation focusing on 12 articles, dealing with secondary school learners and teachers, making a half of 24. From a sum of 190 studies carried out within school settings from 1990 to 2021, only 24 studies handled secondary school learning situations. The researchers drew upon 12 studies of these. Their review highlighted both theoretical and methodological change of focus characterizing L2 learning motivation in relevance to several aspects, such as change of motivation, the interrelationship between teaching practices and motivation, teacher's cognition and motivation, the sociocultural context and its role in handling learners' motivation, and teacher's motivating strategies in L2 learning. The conclusion involved a reference to several suggestions of aspects which were seen as lacking and may be enhanced by further studies.

Pakpahan and Hasibuan (2022) tried basically to identify (1) the correlation between EFL students' perception of the learning process and their learning achievements, (2) the correlation between EFL students' motivation and their learning achievements, and (3) the correlation between EFL students' perception and their learning achievements. In the study, 91 students were subjected to a closed questionnaire involving a list of statements that should be responded to. The statements were designed to measure students' perception of the learning process, and their motivation to learn English as a foreign language, along with measuring the learning outcomes. The analysis of the results showed a significant correlation between students' perception and their achievements in learning, between students' motivation and their achievements, and between students' perception and their achievements.

Damayanti and Rachmawati (2022) carried out a qualitative study and aimed at identifying the factors that helped Thai EFL fifth grade pupils be motivated to learn English, and how this motivation was reflected in their activities in the class. The collection of the data involved a three-method procedure: a questionnaire, an observation, and a semi-structured interview. A sample of 17 pupils were asked to respond to a closed questionnaire based upon Gardner (2012). Another three pupils were observed to identify how they used to reflect their motivation within the class. Besides, a semi-structured interview was at last performed to triangulate the data of the study. The study results showed that the majority of pupils were poorly motivated as was reflected in their poor class activities, which were taken as a clue to identify their level of motivation in EFL learning.

Mengying (2022) carried out an investigation of EFL learning exposure and motivation among non-departmental Chinese students of English. It was shown that EFL Chinese students were enjoying a medium level of exposure to learning English. Along such an exposure, the results showed that the students showed more extrinsic and instrumental motivation than having intrinsic and integrative motivation. As such, the study recommended that EFL Chinese students be more exposed to the language and that more focus be directed to factors enhancing students' integrative and integrative motivation so as to achieve higher levels of proficiency.

Ramalingam and Jiar (2022) saw motivation as vital for primary school students in facing learning problems. Their concept paper tried to specify the factors helping in increasing

students' intrinsic and extrinsic motivation in L2 learning. The study made use of collecting materials and information from the library, and then these data were organized into a number of categories so as to arrive at an interpretation of a certain phenomenon. In conclusion, they viewed Gardner's Theory of Motivation as a concept which entails that a student should have motivation for the achievement of excellence. Also, Self-Determination theory was viewed as specifically applicable to practicing self- and other-motivation, and so teachers, peers and parents can help in arising students' levels of motivation. Further, both intrinsic and extrinsic types of motivation were considered important for achieving and sustaining good levels of motivation in L2 learning.

Muho and Taraj (2022) carried out a non-experimental study with the aim of investigating the effect of practicing formative assessments on EFL students' motivation levels. This was done with the belief that education should no more be looking at what is good or bad in linguistic constructions, and that teachers should seek other ways of collecting information. The study involved subjecting a random sample of Albanian public and private high school students to a questionnaire. The results revealed that teacher's strategic questions in formative tests, students' general class activities related to self- and peer-assessment had an aspect of a positive effect on students. From all other variables, that related to strategic questions had the largest influence on motivation; self-assessment ranked next along with peer-assessment and students' activities. In conclusion, the study made an identification of a number of practices, while making regulatory assessments, for promoting students' motivation for language learning.

Winsuwardhani (2022) tackled EFL students' motivation and how it might have an impact on their learning achievements. A description was aimed at of the nature of students' motivation while learning English, and to know if motivation, be it integrative or instrumental, would have an effect on their achievements. For this aim, a qualitative analysis of the data obtained through an online interview with 29 grade-nine EFL students was carried out, taking into consideration that the mid-term test results were made a basis for measuring achievements. The findings from both the interview and the test have shown that students were both integratively and instrumentally motivated. And as such, it was suggested that a teacher should have the ability to develop teaching textbooks and other related materials to urge students become motivated for learning English.

Nakata, Tokuyama, and Gao (2021) reported a case study of a Japanese teacher who tried to connect research with practice while using different strategies for motivating learners. An examination was made drawing on the concept of agency, as proposed by Connelly, and the theory of teacher's personal knowledge, as proposed by Clandinin, of how this teacher-researcher was able to develop agency while striving for the integration of motivation research into the teaching activities. The analysis of this experience went through three phases: the enrolment, the retrospective/ follow-up; and the overview. The analysis showed that the more experienced she became while trying various teaching practices and strategies in different settings, the more she absorbed what she had obtained from her research and the more she was able to fully use the strategies in her class.

Vonkova et al (2021) made an investigation of EFL learners' learning trends over a period of five years, 2016-2020. The aim involved the analysis of such trends within a total sum of 90 previous studies. The study had its focus on "methodologies", "theories", and "learners' backgrounds", so as to come up with a statement of the most important results pertaining to present situation of EFL issues. The study covered a number of 24 countries, and it was shown that most studies dealt with students of high socio-economic statuses and of higher levels of education, and so little attention was paid to dis-privileged students and learners. In addition, technology was extensively made use of so that possible ways for elevating learning and teaching language may be identified. In conclusion, there was a call for carrying out studies with a diversity of learners and with new sustainable methodologies.

Senjahari, Desfitranita, and Kustati (2021) used both quantitative and qualitative approaches to show students' most desired objectives and contexts and how these might influence their learning motivation. The collection of the data was done based on a questionnaire and interviews. A sample of 122 students was subjected to the questionnaire, and the interview-sessions involved 8 students. The questionnaire showed that the most-desired objective that students were motivated for was that of having better chances for good job opportunities (64.5 %). AS to the learning environment, most students desired for having "friendly" teachers (67.7%). In conclusion, it was shown that the type of learning would naturally affect motivation in so far as learning English was considered to be a reason for obtaining better job chances, in addition to be a way of adding more to personal prestige.

Schiller and Dorner (2021) had the aim of investigating the factors influencing Hungarian EFL senior learners' motivation with a focus upon the features of their motivational behaviour. A survey of 30 Hungarian EFL learners' responses to a questionnaire was conducted on the basis of Gardner's (1985) socio-educational model and Tremblay and Gardner's (1995) educational- and sociocultural aspects of L2 motivation. The data regression statistical analyses showed that the most influential factors in L2 motivational senior learners' profile were those pertaining to their attitudes regarding L2 and their specific type of objectives hoped to be achieved from L2 learning.

Hussain, Akram, and Hussain (2021) had the aim of identifying the effects created by the various types of motivational strategies upon ESL learners. A total of 400 ESL Pakistani government university students were subjected to a questionnaire so that appropriate data would be collected. The results were analysed by an SPSS software. These showed that the largest number of students had both instrumental and integrative motivations, along with having an intrinsic zeal for learning. That is, students are truly motivated to study English, but mostly it depends upon how they treat their bundle of beliefs. As such, the study re-examined the concept of integrative orientation, considering the present status that English has nowadays.

Hussain, Salam, and Farid (2020) carried out a qualitative diametrical study upon 100 adult EFL Saudi and 100 ESL Pakistani learners. The study tried to identify the factors influencing EFL and ESL adults' intrinsic and extrinsic motivation so as to have them as being either "motivated", "unmotivated", or "highly motivated". This was achieved by the administration of 20-item questionnaire. The results showed that learners in both EFL and ESL contexts had intrinsic motivation for learning the language. Also, it was shown that the Saudi EFL learners lacked extrinsic motivation which was shown to be a consequence of the absence of an encouraging context of EFL learning and, and the social disapprobation of EF learning. However, the Pakistani ESL learners had no extrinsic motivation because of the absence of motivated and well-prepared teachers, absence of well-furnished classes, financial incentives, and an encouraging context of learning.

On the basis that EFL teachers' actions are very appealing to students in the class, Elashhab (2020) made this study to investigate into those teachers' motivational practices that may help either enhance EFL students' motivation and interest in EFL learning. The

participants involved five EFL teachers who gave hand in an interview, and a sample of 100 first year EFL female students who were asked to complete a survey. In both ways, the aim was to investigate into the ways in which teachers and students view motivation in EFL classes. The findings have shown that the most essential strategies used in the class were those related to the sue of sources that satisfy students' needs, team works, daily participation in the class, and praising-and –rewarding. Such findings may be helpful in identifying to teachers the best practices and strategies so as to enhance students' motivation, and in developing future research on motivation.

Ren and Wang (2018) investigated EFL college students of engineering learning English under production-oriented approach. This was done by subjecting 40 first-year students to a questionnaire taken at the beginning and at the end of the 2nd study semester. It was shown that a great number of the students began to show more interest in learning English, and thus became more intrinsically motivated under the POA. However, their extrinsic motivation levels decreased. Potentially, this state of affairs has the implication that POA may have an impact on how much EFL students' motivation may be stimulated.

Hajebi (2018) designed his study for the purpose of identifying the intrinsic and extrinsic motivational factors that may work to urge EFL students to learn effectively. So, a qualitative and quantitative study was carried out on the basis of a mixed approach, made of first 80-item questionnaire (which was administered upon 80 EFL students) and second semi-structured interviews (applied to 20 EFL students). It was shown that both intrinsic and extrinsic factors were effective in EFL learning. The most influential of these were represented by "imparting knowledge" for the intrinsic factor, and "good relations" with students and teachers for the extrinsic factor.

Suryasa, Prayoga, and Werdistira (2017) investigated ESL students' motivation by the data which were collected by subjecting a sample of 30 ESL students ranging from intermediate to advanced levels to a questionnaire made as an adaptation of Gardner's AMTB. The resulting data were analysed by an SPSS software so as to arrive at the mean score and standard deviation. The results have shown that students had a higher level of motivation, and mostly they were instrumentally motivated in ESL learning, a situation which indicated that such instrumental motivation might be seen as a significant factor in ESL

learning. Consequently, some related suggestions were presented for the promotion and development of students' motivation.

Ismail (2016) in an experimental study investigated the effectiveness of a proposed language program in engaging students learning English in a university in al Taif, KSA. The researcher divided the participants into two groups, an experimental and a control group. Statistically significant differences from the data of both groups were obtained on the foreign language anxiety scale, and the engagement questionnaire in favor of the experimental group. The findings show that the proposed program is effective in reducing students' anxiety of English and motivates them to engage in the process of learning.

Schmidit (2014) in an exploratory study used an interview method to explore the motivational factors of Australian students learning German. The qualitative data indicates that there is often “more to it” – adding value to their primary subjects- than having a general interest in German-speaking people and their culture, enjoying the learning process, wanting to travel to Germany, or seeing career advantages. This appears to be a particular strong motive for learners with English as their first language.

In a mixed method study by Kormos, Csizér and Iwaniec (2014) on international students in UK to investigate the changes in direct and indirect changes in their intercultural contact and language-learning attitudes and effort of learning English, the researchers concluded that while written and media contact increased in frequency throughout the academic year, during the period investigated, the participants engaged in less frequent spoken contact . Both qualitative and quantitative data show that contact experiences, socio-environmental factors and learner internal variables have a dynamic influence on each other, and they together can have an important role in the language-learning experiences of international students.

Lai (2013) investigated the correlation between ESL Taiwanese students' motivation and the concepts of Gardner's instrumental and integrative motivation, and Dörnyei's self-

motivational systems' models. Results reveal that most participants were keen on studying English for travelling, instrumental and integrative orientations, as well as intrinsic motivation and the ideal L2 self, but not for external pressures.

Ferrari (2013) in an exploratory longitudinal study explored adult language learners (L1 is English) motivation for a beginner Italian course. The results suggest that, whereas the learners' initial goals and reasons for joining the course appear to have stimulated initial motivation, the positive learning experience and interpersonal dynamics developed in the classroom were largely responsible for sustaining it.

Al Shehri (2013) used a mixed-method study to explore the perceptions of EFL learners (females only) and instructors about motivational strategies used for English learning in a university in Saudi Arabia. The results indicate that students appreciate the role of their teachers. However, there is a discrepancy in both teachers and students' beliefs of how students have to be motivated.

In another mixed method study in the Korean context by Cho (2013) to investigate students' motivation to learn English in public institutions, participants are from both high schools and universities. Results indicate that all students are, in general, motivated to learn English; however, they are demotivated to do so as a result of the current methodology of English teaching followed in the country, rather than the language itself, mostly showing a gap between political ideals and classroom reality.

In another study in the Korean setting by Guilloteaux (2013), the participants were EFL teachers in secondary schools. The results: once again, show that the most important strategy is teacher behavior and the least important one is encouraging learners' autonomy. The views of teachers were examined in all the previous studies. However, the following studies examined the perceptions of students.

The views of both EFL teachers and students regarding motivational strategies were investigated by Ruesch, Bown and Dewey (2012). The setting was a language school in the United States which involved international students from different countries such as China,

Arab countries, and Russia. A questionnaire was used as the instrument. The concluded results support those of the previous studies, and there are many similarities between teachers and students' views. The differences between teachers and students' views were in strategies relating to presenting tasks. This was rated significantly higher by students than teachers. On the other hand, strategies relating to recognizing students' efforts and avoiding comparison in the class were rated higher by teachers than students. The differences in teachers and students' perceptions in this study arise the need for further studies in the same context to add to the awareness of teachers about the needs of their students so that they motivate them in EFL classrooms.

Tuan (2012) in an empirical study at Natural Resources and Environment University in Vietnam investigated students and teachers about the impact of motivation on their learning for English. Results show students have intrinsic and extrinsic motivation towards English learning, but the difficult textbooks and workload make it difficult for them to succeed in the English courses.

Pindea (2011) examined the role of motivation and attitude for Mexican learners of English. The researcher found out that university students have high motivation in learning English but this motivation in the university classes gets lower. Besides, this motivation can be influenced by the way the English program is organized. The researcher found out that students with more motivation in learning English have better performance in university English language courses. It was also found that students with better performance at school before they joined in the university have better performance in English. Results also showed that students' scores after the first assessment improved after they became aware of the assessment structure and what is being evaluated.

Another study by Shibuya (2010), the researcher explored motivational influences which seemed to influence positively students' motivation in learning English. The results showed that there are eight internal influences and three external influences that have a strong impact on Japanese learners of English.

Meechai (2010) in an empirical and exploratory study investigated the correlation between Dörnyei et al's model (2006) and students' language learning motivation and other

variables to reconceptualize that model. A new model was hypothesized; however, results obtained from 98 ESL participants in the motivation questionnaire reveal inconsistency with that model.

Musleh (2010) used a mixed-method design to investigate English learners motivation in the Palestinian context. Results show that students' perception of motivational factors are different from their peers in Catalonia, Spain. Hence confirming the proposition that context and culture greatly impact language learning attitudes and reasons for learning the English language.

In another similar study by Smith (2009), the researcher found out those motivational changes may occur over time; in addition, these motivational orientations are connected with persistence. Moreover, it was also concluded that a better understanding of motivational strategies used by teachers help regulate students' motivation in language learning.

While for L2 motivational strategies, they have been examined in different contexts such as Hungary, Turkey, Taiwan, and Saudi Arabia. Dörnyei and Csizér (1998) and Arabai (2011) investigated teacher evaluation and use of strategies. The students' beliefs have been addressed by less researchers; for example, Deniz (2010). In addition, Ruesch, Bown and Dewey (2012) compared both teacher evaluation and use of strategies and students' beliefs about these strategies. Besides, Papi and Abdollahzadeh (2012) investigated the effect of using different motivational strategies on the students' motivational behaviours.

In Dörnyei and Csizér's study (1998), two hundred Hungarian EFL teachers were asked to rank 51 motivational strategies regarding the strategies' importance and their actual use. The results reveal ten motivational strategies to motivate students which were ranked by teachers, and they are named by the study researchers as the 'ten commandments'. The most important three strategies are teacher behavior, presenting the tasks properly, and building students' confidence, whilst the least important strategy is introducing L2 culture to students. Nevertheless, the researchers consider that the results are context-specific, and the results might be invalid if the study is applied in different contexts.

To examine the results of Dörnyei and Csizér's research (1998) in a different context, their study was replicated by Cheng and Dörnyei (2007) in the Taiwanese context. The research

surveyed 387 EFL teachers from institutions ranging from elementary school to university. The results show that the most important three strategies are teacher behavior, presenting the tasks properly, and building which are similar to the results in Hungarian context. However, there are some dissimilarities in the views of teachers in Taiwan. For example, in the Taiwanese context, 'recognizing students' efforts' is in the second place regarding importance whereas this strategy is not there in the top ten in Hungary. Another dissimilarity is that promoting learner autonomy is the least important motivational strategy. This shows that while some strategies are more universal and motivational across different contexts, others are to be more context-based.

Alrabai (2011) conducted a similar study with EFL teachers in the Saudi context in a university. The study referred only to the use of motivational strategies without teachers' perceptions about their importance. The results show that the most important strategies are proper teacher behaviour, building self-confidence, increasing learners' satisfaction, increasing learners' expectancy of success, and presenting tasks in a motivational way, whereas the least important strategy is promoting learner autonomy.

A study was conducted in Turkey by Deniz (2010) with students who were to be EFL teachers in elementary and secondary schools. Questionnaires and interviews were used to examine the opinions of students regarding motivational strategies in L2 learning. The most important strategies for the participants are teacher behaviour, recognizing students' efforts and building confidence, whereas the least important ones are group learning and learner autonomy. The findings of the study show some similar aspects to the previous studies which were conducted on teachers. This may be because; first, both teachers students have similar beliefs; secondly, because the participants in this study are teacher students who were to be teachers.

The above studies are all about the role of motivation in learning a foreign language and particularly English. In some studies, the perceptions of students were targeted, other studies pursued the perceptions of students, and some studies aimed at demonstrating both students and teachers' perceptions. They were conducted in different contexts of the world. As shown from the studies, there is a scarcity of research conducted in the UAE in particular and in the gulf region in general. The current study will contribute to having a clear picture of the role of motivation in learning English in a higher educational institution in the UAE.

2.5. Conclusion

The chapter presented three major sections. The first section discussed the concepts which are relevant to the study. The concepts which were discussed are: integrative and instrumental motivation, extrinsic and intrinsic motivation, language learning motivation, second & foreign language learning (SLL & FLL), motivation and the language learning context, motivation, identities, and the role of English, adult L2 learning motivation, motivation and achievement, and the motivational strategies. The second section presented the theoretical framework of the study. The theories which were presented are L2 motivational self system (MSS), Gardner and his colleagues' theory of L2 motivation, task theory, linguistic self-confidence, and the motivational strategies framework. The third section presented the literature review of the study. The themes which were presented are the historical development of language learning motivation research and the recent and earlier studies on L2 learning motivation.

The next chapter will present the methodology of the study. The points which will be discussed are the research paradigm and approach, the research design, sampling, the setting, validity and reliability, and the limitations of the study, and the ethical considerations.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

As mentioned in chapter one, the research questions concern the motivational factors that learners of English in a college setting have. Besides, the questions concern the motivational strategies used by teachers as perceived by both students and their teachers and the differences in opinions between them. The chapter begins with identifying the paradigm and approach. Then research design and procedures used in the study are discussed. After that the setting of the study is explained followed by the research sample, and the research instruments. Finally, the issues of validity and reliability, data analysis, and ethical account are discussed.

3.2 Research Paradigm and Approach

A pragmatic paradigm was adopted to find answers for the research questions. The researcher tried to find the motivational components of the learners of English, what motivates them to learn, what demotivates them, and what teaching motivational strategies should be used by their teachers to motivate them to learn the target language. The reason for espousing pragmatism as the underpinning paradigm is that it opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis. This paradigm has many forms; however, for many, it is as a belief which comes from actions, situations, and results rather than former circumstances. The concern in this paradigm is to find what applications work and what solutions are to problems. Researchers following this paradigm utilize all existing approaches to find answers for the research questions. The absolute unity of the world is not seen by pragmatists. Many approaches are used by pragmatic researchers for collecting and analysing data rather than sticking to only one way (e.g., quantitative or qualitative). According to Creswell (2014) "The pragmatist researchers look to the *what* and *how* to research depending on the proposed outcomes—where they need to go with it" (p.40).

A mixed-methods approach was used in the study. Mixed-methods researchers necessitate to establish a reason for their mixing and a rationale for the reasons why quantitative and qualitative data should be mixed (Creswell 2014). According to Morgan (2007) and

Tashakkori and Teddlie (2010), the importance of mixed-methods studies is that, in the social science research, researchers focus attention on the research problem and then use pluralistic approaches to obtain knowledge from the problem. In mixed-methods approach, researchers set munificently, from both quantitative and qualitative approaches, assumptions when they conduct their research. Researchers can freely choose what to include in their research regarding methods, techniques or procedures that best fulfil their needs and objectives (Creswell 2014). Truth is the thing that works at that point. It is not situated in a duality between reality autonomous of the mind or inside the mind. In this way, in mixed-methods research approaches, researchers utilize both quantitative and qualitative data since they work to give the best comprehension of a research problem (Creswell 2014).

This study collected data quantitatively and qualitatively for all the four research questions. According to Creswell and Plano Clark (2017), in mixed-method research, quantitative and qualitative data are collected and analyzed meticulously in line with research questions and hypotheses. The two forms of data and their results are integrated (or mixed or combined). These procedures are organized into specific research designs that provide the logic and procedures for conducting the study. These procedures are framed within theory and philosophy. Greene, Caracelli, and Graham (1989) define it as the research that includes at least one quantitative method which is designed to collect numbers, and one qualitative method which is designed to collect words where none of which is fundamentally associated with any specific inquiry paradigm. Johnson, Onwuegbuzie, and Turner (2007) define it as the research in which the elements of qualitative and quantitative research approaches are combined for broadening and deepening the understanding and confirmation. According to Reams and Twale (2008), mixed-methods research results in ‘more accurate conclusions’

This study focuses on motivation, and the nature of the topic lends itself to mixed-methods design. This study will utilize this research method as it provides a large quantity of data by using quantitative instruments. Besides, the data will be explored in depth by implementing the qualitative instruments. One more reason for using the mixed-methods design is for increasing the validity of results and obtaining a more in-depth identification of EFL teachers and students' perceptions about L2 motivation and the strategies affecting it. Furthermore, the triangulation of data will allow the researcher to view the similarity or differences in participants' beliefs regarding the motivational strategies; thus, the validity

of the results would be expanded through the convergence of quantitative and qualitative results.

In L2 motivation research, Ushioda (1996a,1998) states that using quantitative methods only are not adequate for fully exploring L2 motivation. Besides, Dörnyei (2001b) necessitates the importance of using mixed-methods research to investigate L2 motivation because both designs might produce the best of both approaches while neutralizing the integral shortcomings and biases in each paradigm. Moreover, there are many purposes for using the mixed-methods approach. One of these is to utilize the outcome of one method in building up the other method. Another purpose is that results of one method can be expanded, and triangulation is sought by observing the 'convergence' of different methods' results (Dörnyei, 2007b & Greene, Caracelli & Graham 1989). Triangulation is achieved by seeking convergence, confirmation of evidence and similarity of results which are obtained from the different methods (Greene, Caracelli & Graham 1989). This process is identified by Dörnyei (2007b p.165) as "validation-through-convergence" ' as it boosts research validity and eliminates the limitations and biases of implementing one research method. Triangulation does not necessitate correspondence between the findings of different instruments; inversely, using mixed-methods can provide various viewpoints which shed light on a topic (Olsen 2004). Furthermore, there is a complementarity purpose by using the mixed-method research. It aims to present a thorough identification of the research enquiry by observing its different facets (Dörnyei 2007b).

However, similar to other research methods there are limitations in using the mixed-methods approach. Fraenkel, Wallen, and Hyun (2015) state that mixed-method research is time consuming and expensive. Another difficulty is that many researchers have expertise in only one type of research method. Hence, to conduct a mixed- method research, a researcher must develop the required skills, and this will take considerable time. In this study, the researcher has considerable time to conduct a mixed-methods research. Both quantitative and qualitative data will be analysed by the researcher himself.

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

3.3 Research design

The design of the study is explanatory sequential (A QUAN+ QUAL design). Two interrelated instruments were used in the research. Those are questionnaires, and semi-structured interviews. The questionnaires form the quantitative component, and the interviews form the qualitative component. Figure no. 2 below shows the design of the study.

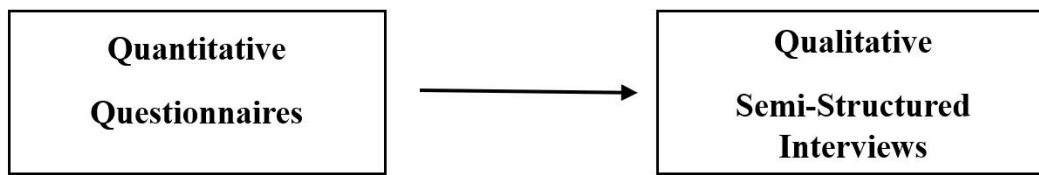


Figure 2: The design of the study

Four essential factors were involved in this research design. The first factor is the level of interaction between quantitative and qualitative parts. The second is the priority given to each part. The third is the timing of data collection. The last factor is the procedures followed for mixing the quantitative and qualitative methods.

Creswell and Plano Clark (2017) highlight the importance of these four factors. They state that a credible and powerful mixed-methods design focuses on the decisions of level of incorporation, precedence, scheduling, and mixing. The role of each aspect is identified in this study, and the quantitative and qualitative components were interactively connected to each other.

Moreover, the data of the questionnaires and semi-structured interviews form the basis of the conclusions and inferences of the study. Regarding the priority in view of the weight allocated to the collected data, the quantitative component constitutes the biggest part. As far as the timing and the order of data collection are concerned, the questionnaires were given to participants and collected from them. After that, a number of participants will participate in interviews. Concerning the procedures for mixing the research methods, the quantitative and qualitative components were blended during the interpretation of the

results i.e., having analysed both sets of data, the conclusions and the interpretations taken from both, data were integrated in the discussion chapter.

So far we have identified the research approach and design. Table 1 below summarizes the research design. The next section will present the information about the research sample.

Table 1: Summary of research design

Research Question	Participants		Sampling	Instrument	Approach	Data Analysis
1. What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?	College Students	N= 540 Male and female students	Convenience sampling	Adapted Questionnaire (23 items)	Quantitative	Descriptive statistics Inferential statistics (SPSS version 23)
		N=6 students	Convenience sampling	Semi-structured interviews	Qualitative	Thematic analysis
2. What are the motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?	College Students	N= 540 Male and female students	Convenience sampling	Adapted Questionnaire (30 items)	Quantitative	Descriptive statistics Inferential statistics (SPSS version 23)
		N=6 students	Convenience sampling	Semi-structured interviews	Qualitative	Thematic analysis
3. What are the motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?	EFL Teachers	N = 20	Convenience sampling	Adapted Questionnaire (30 items)	Quantitative	Descriptive statistics Inferential statistics (SPSS version 23)
		N=6	Convenience sampling	Semi-structured interviews	Qualitative	Thematic analysis
4. What are the discrepancies in views of motivational strategies between students and instructors?	College Students	N= 540 Male and female students	Convenience sampling	Adapted Questionnaire (30 items)	Quantitative	Descriptive statistics Inferential statistics (SPSS version 23)
	EFL Teachers	N = 20	Convenience sampling	Adapted Questionnaire (30 items)	Quantitative	Descriptive statistics Inferential statistics (SPSS version 23)
	College students	N=6	Convenience sampling	Semi-structured interviews	Qualitative	Thematic analysis
	EFL Teachers	N=6	Convenience sampling	Semi-structured interviews	Qualitative	Thematic analysis

3.4 Sampling

The participants were EFL instructors (males & females) and male and female students from three campuses of a private college in Abu Dhabi, UAE. The age of the EFL instructors is 30 years old and over, and the age of the students is 18 and over. The instructors teach English as a foreign language for students preparing for their IELTS/TOEFL tests and students who do their English credit courses throughout their two or four academic years in the college.

Both quantitative and qualitative sampling were conducted once. Although it was mentioned in chapter two (see 2.4.1.2.1) that language learning motivation is dynamic and fluctuating, it was not possible in this study to conduct the sampling more than once. This is due to two reasons. The first reason is that the approval from the academic leadership in the setting was obtained to collect data once only because that would affect students' lecture progress. The second is that it is a large-scale study. The students' questionnaire was administered to 540 students in their usual class timings of their credit courses. It was difficult to follow up with the same students in the next semesters.

'Convenience sampling' technique was used in the study. It is a non-random sampling method. Mackey and Gass (2005) define it as selecting those participants who happen to be available for study. There are pros and cons of this technique in second language research. The primary drawback of this technique is that it is probably biased. Hence, population representation is affected. Nevertheless, there are several advantages of using this technique. One of these is that participants respond depending on their aptitude to be involved in the study. Another advantage is that there is a match between the timetable of the research and the participants' schedules and their other commitments.

Before starting to collect data from participants, ethical approval from the 'Research Ethics Panel' at the British University in Dubai was obtained (Appendix One). Afterwards, an approval for collecting data was taken from the president of college which is the site of the research. The approval was granted after explaining the nature of the research and its significance. This college was selected as the site for collecting data mainly because it is the place where the researcher works and because students are generally not very motivated to learn English as was explained in chapter one. The college, at the time of

collecting data, consisted of three campuses. The campuses will be alphabetically referred to as A, B, and C. Campus A is allocated for male students who study business management as their major. Campus B has female students only who again study business as their major. Students in both these campuses study all the courses, except d Islamic culture, in English. Campus C has both males and female students who study media communication and public relations and health and medical sciences programs respectively.

3.5 Setting

3.5.1 Campuses A & B

Campus A is allocated for males and campus B is allocated females. Students in these two campuses join in the program of business. They are enrolled in one of the five departments. Those are department of management, department of human resource management, department of business information technology, department of industrial management, and department of accounting and finance. If a student has not obtained the English language requirement test (TOEFL/IELTS), which is a requirement for admission, he/she has to be enrolled in the college language center where remedial preparatory courses for those tests are provided. A student can continue in the college for two years until he/she obtain the English language required score; otherwise, he/she will be dismissed from the college. During these two years, a student can register in four general education credit courses only. Those courses are study skills, information technology skills, college math, and natural science. The medium of instruction of all 44 credit courses which are studied in the program of business is English except Islamic culture which is taught in Arabic. Among the forty-four credit courses which students' study in this program, there are two general English courses studied and one ESP course. The general English courses are English 1 and English 2. The ESP course is business communication.

3.5.2 Campus C

This campus is allocated for students who are either registered in media and public relations program or medical and health sciences program. The media and public relations program has three departments. Those are department of public relations, department of

radio and television, and department of journalism. Students in this program can take only five general credit courses in case they have not obtained the English language requirement admission certificate. Those courses are study skills, information technology skills, Islamic culture, college math, and natural science. The medium of instruction of study skills and information technology skills is English, whereas the medium of instruction of Islamic culture, college math, natural science is Arabic. All 44 credit courses, which are studied in this program, are taught in Arabic except study skills, English 1, English 2, and communication for media which are taught in English. Students in this program study two general English courses, which are English 1 and English 2, and one ESP course, which is communication for media.

The medical and health sciences program has two departments. Those are department of allied health professions and department of health management. Students in this program can study only four general credit courses until they obtain their English language requirement admission certificate. Those courses are information technology skills, college math, natural science, and Islamic culture. The medium of instruction of all the forty-four courses, which are studied in this program, is English except Islamic culture which is taught in Arabic. Students in this program study two general English courses, which are English 1 and English 2, and one ESP course, which is communication skills for health.

3.6 Instruments

Two research instruments were used in the study. Those are questionnaires and semi-structured interviews. The instruments were not piloted because; first, the sample size is large, and the research involves more than a method. Second, the researcher is confident that the questionnaire items are well-established and have been used in previous studies. Third, the research involves hard-to-reach population. It was difficult recruiting participants for a pilot study. Finally, the researcher chose to rely on feedback from experts in the field instead of conducting a full pilot study.

3.6.1 Questionnaires

The questionnaires items were informed by two sources. The first one is Musleh (2010) which is a study of students' orientations, attitudes and motivation for learning English in the Palestinian context. And the second source is Al Shehri (2013) which is a study of motivational strategies used by EFL in the Saudi Arabia. In Al Shehri (2013) , the researcher utilized Dörnyei's (2001a) framework of motivational L2 teaching practices.

3.6.1.1 Questionnaire Translation

As Arabic is the native language of all students, the students' questionnaire form was translated into Arabic (see appendix 5 for the Arabic version of the students' questionnaire form). It was translated by the researcher himself as he has a bachelor's degree in English language and literature and a master's degree in English language and linguistics. The original English text and the translation were proofread by two other teachers of English who hold a master's degree in translation.

3.6.1.2 Conducting Questionnaire

Two forms of questionnaires were distributed: the students' questionnaire (see appendix two) and the teachers' questionnaire (see appendix three). As mentioned before, the previous literature investigating learners of English motivational factors and motivational teaching practices were the sources of questionnaire items. The teachers' questionnaire consists of three parts. Part one is about general information such as age, gender, and nationality. Part two is about teachers' perceptions about the motivational practices used in classroom to motivate the learners of English, and part three is about participating in an interview. The students' questionnaire consists of four parts. Part one is about general information such as age, gender, program of study and nationality.

Part two is about their motivational perceptions for learning English language. Part three is about their perceptions of the motivational strategies used by their teachers in the classroom, and part four is about participating in an interview. For identifying teachers' and students' perceptions of motivational strategies used in classroom, a six-point Likert scale was used. It ranges from strongly disagree to strongly agree. The same scale was

used to identify students' perceptions for learning English. This six-point scale is important so that participants can take a specific position in their opinions. Part two of the teacher's questionnaire and part three of the student questionnaire have the same items. They consist of 30 items belonging to 12 scales as shown in table 2 below. Part two of the students' questionnaire consists of 23 belonging to five scales as shown in table 3 below. Part three of the teachers' questionnaire and part four of the students' questionnaire are optional. They invite participants to participate in an interview.

Table 2: Questionnaire scales and the number of items (Teachers' Questionnaire Part 2 & Students' Questionnaire Part 3)

1. Teacher behavior (5 items)	1. Be enthusiastic when teaching English
	2. Inform students about the reasons for his/her interest in English
	3. Show students that he/she cares about their progress
	4. Show students his/her aptitude for answering their academic questions
	5. Pay attention and listen to each student
2. Classroom atmosphere (1 item)	6. Create a pleasant atmosphere in the classroom
3. Learner group (2 items)	7. Offer group work activities
	8. Include in-class group work as one of the assessment tools
4. L2 related values (2 items)	9. Increase the amount of English used in the classroom
	10. Remind students of the benefits of mastering English
5. Teaching materials (2 items)	11. Consider students' academic and work needs
	12. Relate the taught material to the students' life experiences
6. Goals (2 items)	13. Encourage students to set their learning goals
	14. State the objectives of each lecture
7. Presenting tasks in a	15. Clarify the objective of tasks

motivating way (2 items)	16. Show students how to answer tasks
8. Learner confidence (3 items)	17. Make his/her best to reduce students' anxiety of English
	18. Inform students about their strengths and abilities
	19. Inform students that committing mistakes is a must in the learning process
9. Learner autonomy (2 items)	20. Allow students to assess themselves
	21. Offer the students options about the assessment methods
10. Feedback (4 items)	22. Give students positive feedback
	23. Appreciate students' progress
	24. Provide face-to face feedback to students about their progress
	25. Monitor students' progress
11. Rewards (3 items)	26. Be generous in giving rewards to motivate students
	27. Reward students for participating in activities
	28. Make sure grades reflect students' effort and hard work
12. Ideal L2 self (2 items)	29. Encourage students to imagine themselves using English in the future at work, their study and when travelling abroad
	30. Invite successful role models to class

Table 3: Questionnaire scales and the number of items (Students' Questionnaire Part 2)

1. Motivation, interest, and attitudes towards the English language (5 items)	1. I am interested in the English language.
	2. I am interested in learning English.
	3. I study English only because it is an obligatory school subject.
	4. I like it when the teacher talks to us in English.

	5. I would like to meet people who speak English.
2. Positive attitudes towards the learning environment (5 items)	6. In the English lesson I pay close attention to the activities that the teacher tells us to do.
	7. English is sign of an educated person.
	8. In general, I do very well in English.
	9. In general, I find learning English is fun.
	10. I think English is a nice language.
3. Importance of English and its modern use (5 items)	11. I want to learn English because English is a language that many people in the world speak and nowadays you must be able to speak it.
	12. I want to learn English to understand things written in English from everyday life like notices, advertisements, t-shirts, brand names, etc.
	13. I want to learn English to be able to answer if a tourist talks to me in English.
	14. I want to learn English to be better trained for the future.
	15. I want to learn English to use computers and surf the net.
4. Career and Academic Orientations (4 items)	16. I want to learn English because I want to read books in English.
	17. I want to learn English because I will need it in the job I would like to have.
	18. I want to learn English because I will need it in university studies.
	19. I want to learn English to have more job opportunities.
5. Pleasure and entertainment (4 items)	20. I want to learn English because I want to be able to understand the songs that I like.
	21. I want to learn English so I can watch movies without translation in original version.
	22. I want to learn English because I am interested in being able to interact with people from other countries.
	23. I want to learn English to travel abroad for touristic reasons during vacations.

3.6.1.3 Participants

The questionnaire was administered to twenty EFL teachers and 540 EFL students. The number of male teachers is eight, and the number of female teachers is twelve. The number of male students is 340, and the number of females is 200. All the participants are native speakers of Arabic. The rate of the total response is high at 88%. The following table shows the number of participants from each campus.

Table 4: Number of participants in the questionnaires

Campus	EFL Teachers	EFL Students
A	7	198
B	7	150
C	6	192
Total	20	540

3.6.1.4 Procedures

Questionnaires were administered in the spring semester of the academic year 2019 specifically in April. Teachers' questionnaires were given to each teacher by the researcher while students' questionnaires were conducted in their usual class times. The questionnaires were handed over to students by their teachers. Filling in the questionnaires took approximately 18-25 minutes. With every questionnaire copy there is a consent form to be filled in and signed by the participants.

3.6.1.5 Data Analysis

For the anonymity of the participants, the questionnaires were coded with numbers. Uncompleted questionnaires and questionnaires which were filled in carelessly were removed from the data. Carelessly filled in questionnaires were identified by choosing just one option from all the questionnaire items. Inter-item reliability for each scale of the

questionnaire items was conducted by Cronbach's alpha test. Descriptive analysis was used as a major statistical procedure by calculating the mean and the standard deviation.

It is predicted that there are differences in students' perceptions about their motivational factors for learning English and the importance of certain MSs according to their age, gender, program of study, and nationality. It is also predicted that there are differences between teachers and students' perceptions regarding the importance of certain MSs. Hence, for finding out those differences, inferential statistical procedures will be conducted by IBM SPSS. Mann Whitney U test analysis was conducted to find out the differences between two variables, and Kruskal Wallis test was used to analyse the differences for more than two variables. These statistical procedures are used when the data are non-parametric. Non-parametric data is a type of data that does not follow any specific probability distribution or assumption about the underlying population. This means that non-parametric data does not have a fixed set of parameters, such as a mean or standard deviation, that can be used to describe the distribution of the data. Because non-parametric data does not follow a specific distribution, traditional parametric tests that assume a normal distribution, such as tests or ANOVA, may not be appropriate for analysing the data. Instead, non-parametric statistical tests, such as Mann-Whitney U test or Kruskal-Wallis test, are used to analyse non-parametric data. These tests make fewer assumptions about the distribution of the data and are often more robust to outliers and other sources of variability.

3.6.2 Interviews

Semi-structured interviews were conducted with six EFL teachers (three females and three males) and six EFL students (three females and three males). Interview guidelines were adapted from Al Shehri (2013) (see appendix four for the teachers' and students' interview guidelines). The purpose of the interviews is to uncover complexities that did not emerge from the quantitative component of the research i.e., the questionnaires, and the interviews allow for more elaboration on useful information (Mackey & Gass, 2005) and reinforcement of the findings.

Collecting data from the interviews took around two weeks to arrange the appropriate timings of both the participants and the researcher. The interview guidelines were

formulated to answer the research questions. They explore the motivational factors of students for studying English and their perceptions of the motivational teaching practices used by their teachers in the classes. They also explore the teachers' perceptions of the motivational practices used in their classes. See appendix four for the interview guidelines.

3.6.2.1 Participants

Six EFL teachers (three females and three males) and six EFL students (three females and three males) participated in the interviews. One teacher and one student were selected from each campus of the college. Table 4 below shows the number of participants in the interviews.

Table 5: Number of participants in the interviews

Campus	EFL Teacher	EFL Students
A	2	2
B	2	2
C	2	2

3.6.2.2 Procedures

The interviews were conducted in May in the fall semester of the academic year of 2019. They were conducted upon the approval of the participants in the last part of the questionnaire. They provided their contact details there. Approval from the participants was obtained by signing the consent form which was attached with the questionnaire (see appendices two & three). The interviews were voice recorded, individual, and face to face. They were conducted in the office of the researcher in his workplace. Arabic was the language of the interviews in order to allow clear expressing of the thoughts and opinions of the participants. The interviews lasted from between 37 and 48 minutes (see table 6).

Table 6: The duration of the interviews

Campus	Participant	Duration
A	Teacher	42.45
	Teacher	40.23
	Student	37.56
	Student	39.21
B	Teacher	46.54
	Teacher	47.48
	Student	42.27

	Student	40.21
C	Teacher	41.39
	Teacher	43.55
	Student	45.20
	Student	44.26
Total	Six teachers, six students	513 minutes (8.5 hours)

3.6.2.3 Data Analysis

After transcribing and translating the data obtained from interviews, content analysis was used to analyse the qualitative data. Quotes from the participants (answers for the interview questions) were presented. The number of participants who responded to each question was used to find out their perceptions of the motivational factors and the importance of certain MSs. This procedure was used to reinforce the findings of the quantitative stage of the study.

3.7 Validity and Reliability

Validity and reliability are two essential elements in research. According to Thorndike (1997), reliability is the range to which the results of a study are firm over time, and they represent exactly the whole population of the study. In this research, a mixed- method approach was followed. The reliability of the quantitative part of this research was confirmed by three aspects. The first one is that the used measurement instrument (questionnaire) was adapted from two sources. The first source is Al Shehri (2013). In that research, the researcher relied on Dörnyei's motivational strategies-framework in language classroom (2001a). Zoltan Dörnyei is considered a renowned authority in the field of LLM, and a great deal of recent and earlier research publications on LLM relies heavily on his literature. Besides, Al Shehri (2013) conducted Cronbach alpha technique to measure the reliability of the measurement tool. The second source of the quantitative measurement tool is Muslih (2010). In this study, the researcher relied on FLAGS (Foreign Language Attitudes and Goals Survey) which is a validated questionnaire designed by Cid, Grañena and Trnagant (2009) with learners of English in Catalonia, Spain. The second aspect which enhances the reliability of the quantitative instrument is that an inter-item reliability

analysis (Cronbach alpha test was conducted to measure the reliability of the scales. The third aspect which strengthens the reliability of this research is the large number of participants and the statistical procedures followed for finding the results. Validity is confirmed in the study by the triangulation of both the quantitative and qualitative measurement tools. The interview guidelines were developed relying on Dorney's (2001a) motivational teaching strategies. Moreover, the trustworthiness of the interviews was achieved by three elements. The first element is few specialists in TESOL checked the guidelines together with the research questions. The second element was conducting two pilot interviews with the selected samples. One sample was a student participant and another one is a teacher participant. The third element was giving a copy of the interview transcript to each participant to make sure that what was said in the interview is similar to what was written in the transcript. Besides, the results obtained from both the qualitative and quantitative components make the study valid and reliable.

3.8 Limitations of the Study

Although the study has a big number of participants, and it required an extensive effort from the side of the researcher, there are some limitations. One limitation is that the data collection was conducted in only one higher academic institution. It was preferable to collect data from at least one or two more institutions, but because of the challenges of getting the ethical approvals, the setting of the study was limited to one institution only. The second limitation is number of the explored scales. The students' questionnaire consists of 17 scales, and the teachers' questionnaire consists of 12 scales. If fewer scales were explored, that would allow more focused answers. Nevertheless, as the purpose of the study is to explore two dimensions i.e., 1. students' motivational factors and 2. students' and perceptions of the implemented MSs, this number of scales was used. The third limitation is that the instruments were not piloted (see section 3.6). However, having justified why instruments were not piloted, it is still important to consider the potential for response bias or other issues that could affect the validity of the results.

3.9 Ethical Issues

Throughout the whole research, ethical considerations were taken into account. Approval from the college president was obtained to conduct the research. Collecting of data was conducted by voluntary participation of all participants. A consent form was signed by all participants, and they were informed that they could withdraw from the participation at any time without any consequences against them. The purpose of the research was clearly explained in the information sheet attached with the questionnaires' sheets. Participants were told not to write their names on the questionnaire sheet. Questionnaire sheets were given numbers, and interview data were alphabetized. Students were informed that their participation would not affect their grades in the courses they were studying by any means. Data were kept confidential and will be destroyed after completing the project.

3.10 Conclusion

This chapter has discussed the methodology used in exploring the motivational factors of EFL learners and the perceptions of both teachers and learners about the MSs used in the classrooms. The chapter starts by explaining the research paradigms and approaches which informed the research design and methods of the study. Besides, the research instruments were explained in detail. Moreover, issues of reliability validity and ethical issues were presented in the chapter. The next chapter will discuss the data presentation and analysis.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This study is geared towards exploring the motivational factors of Arab learners of English as a foreign language in a private college in Abu Dhabi. It also focuses on exploring learners and teachers' perceptions of the motivational teaching strategies used to motivate students to learn English. The results of the study are stated in this chapter. The study was conducted through two phases. The first phase was conducted by a quantitative approach in which a questionnaire was used in two forms, one for students and another one for teachers. The purpose of the students' questionnaire was to find out the general perceptions of students regarding their motivational factors and orientations for learning English and their perceptions of the motivational strategies used by their teachers, whereas the purpose of the teachers' questionnaire was to find out the teachers' perceptions of the importance of motivational strategies existing in the literature of L2 learning motivation and the strategies they use to motivate their students. The second phase of the study was conducted by a qualitative approach in which interview guidelines were implemented to gather data from participants. The participants in the interviews were both students and teachers who volunteered to participate in the study. The purpose of the interviews is to strengthen the findings of the quantitative part and to find any discrepancies in those findings. Besides, the interviews can show any complexities or underpinnings of the researched aspects which do not emerge from the large size quantitative study sample. All the questionnaires and interviews were performed in a private college in Abu Dhabi. Therefore, to explore college students' English language learning motivation and their teachers' motivational strategies, the following research questions were asked:

What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?

What are the teaching motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?

What are the teaching motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?

What are the discrepancies in views about the importance of certain motivational strategies between students and instructors?

To find the answers for the above questions, quantitative and qualitative data collection methods and analyses were implemented. Data analysis and interpretation of findings will be presented in the following sections.

4.2 Quantitative Data Analysis

The focus of study is to explore the motivational factors and orientations of Arab learners of English as a foreign language and their teachers' motivational strategies. The quantitative part of the study consists of two questionnaires, one for students and another one for teachers. The student questionnaire consists of four parts. The first part is about demographic information: gender, age, nationality, major of study, and language of medium of teaching of the program. The second part consists of 23 statements representing five scales. Those scales are: 1. motivation, interest, and attitudes towards the English language (5 items), 2. positive attitudes towards the learning environment (5 items), 3. importance of English and its modern use (5 items), 4. career and academic orientations (4 items), and 5. pleasure and entertainment orientations (4 items). The third part of the questionnaire consists of 30 items representing 12 scales. Those scales are teacher behaviour (5 items) 2. classroom atmosphere, (1 item) 3. Learner group (2 items), 4. L2 related values (2 items) 4. teaching materials, (2 items) 5. Goals (2 items) 6. presenting tasks in a motivating way (2 items), 7. learner confidence (3 items) 8. learner autonomy (2 items) 9. feedback (4 items) 10. rewards 11. (3 items) and 12. ideal L2 self (2 items) (see appendix 2 for the students' questionnaire). The quantitative results derived from the students' questionnaire answer the first two research questions which are: *what are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi? and what are the motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?*

The teachers' questionnaire consists of three parts. The first part is about demographic data of the participant teachers: age, gender, nationality, years of teaching experience and last teaching academic qualification. The second part of the questionnaire consists of 30 items representing the same scales of the third part of the students' questionnaire (see appendix 3 for the teachers' questionnaire). The quantitative results obtained from the teachers' questionnaire answer the third research question which is *what are the motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?* Quantitative results obtained from both students' questionnaire and teachers' questionnaire answer the fourth research question which is *what are the discrepancies in views of motivational strategies between students and instructors?*

In the upcoming section, the reliability of the quantitative research instrument will be established.

4.2.1 The Reliability of the Scales

The Cronbach Alpha coefficient was utilized to measure the internal reliability of the multi-item scales. It was desired for the Cronbach Alpha to exceed 0.70, as recommended by researchers such as Dörnyei (2007b) and DeVellis (2003). However, it is acknowledged that short scales with fewer than ten items may find it challenging to reach 0.70 (Dörnyei, 2007b; Pallant, 2010). In such cases, a value of 0.60 is deemed sufficient (Dörnyei, 2003). As indicated in table 4.1 below, the Cronbach Alpha coefficients for the questionnaire scales range from 0.58 to 0.80, falling within the acceptable reliability range based on Dörnyei's argument (0.58 approximates to 0.6 when rounded).

For scales with a Cronbach Alpha below 0.70, it is recommended that the mean inter-item correlation of each scale should range between 0.2 and 0.4 to enhance internal reliability (Briggs & Cheek, 1986). Consequently, the reliability of the scales was evaluated by examining the mean inter-item correlation, which was found to be between 0.2 and 0.4. According to Briggs and Cheek (1986), this indicates a good mean, denoting scale consistency and internal reliability. Table 7 below displays the Cronbach Alpha (α) and mean inter-item correlation of the 16 scales for the entire sample, as well as separately for teachers and students. It should be noted that the questionnaire consists of 17 scales, but

because one scale (the scale of creating a pleasant atmosphere in the class) consists of only one item, it was not included in the inter-item reliability test.

Table 7: Internal reliability of the questionnaire scales with information for the subgroups

Scales	Items no.	Whole Sample			Teachers			Students		
		Sample size	α^1	M I-I C ²	Sample size	α	M I-I C	Sample size	α	M I-I C
Motivation, interest, and attitudes toward the English language	5	474	0.59	0.2				474	0.59	0.2
Positive attitudes toward the learning environment	5	474	0.735	0.3				474	0.735	0.3
Importance of English and its modern use	5	474	0.9	0.5				474	0.9	0.5
Career and Academic Orientations	4	474	0.8	0.5				474	0.8	0.5
Pleasure and entertainment	4	474	0.68	0.3				474	0.68	0.3
Teacher behaviour	5	494	0.69	0.2	20	0.6	0.2	474	0.63	0.2
Learner group	2	494	0.72	0.3	20	0.7	0.2	474	0.59	0.2
L2 related values	2	494	0.7	0.3	20	0.68	0.3	474	0.64	0.3
Teaching materials	2	494	0.6	0.2	20	0.7	0.3	474	0.61	0.2
Goals	2	494	0.61	0.3	20	0.6	0.2	474	0.58	0.2
Presenting tasks in a motivating way	2	494	0.58	0.2	20	0.65	0.2	474	0.62	0.2
Learner confidence	3	494	0.69	0.3	20	0.6	0.2	474	0.6	0.2
Learner autonomy	2	494	0.68	0.2	20	0.7	0.3	474	0.63	0.2
Feedback	4	494	0.72	0.3	20	0.67	0.4	474	0.7	0.2
Rewards	3	494	0.62	0.2	20	0.7	0.3	474	0.66	0.3
Ideal L2 self	2	494	0.68	0.2	20	0.6	0.2	474	0.7	0.3

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

The table above provides insights into the reliability of the questionnaire scales within the different subgroups. Higher Cronbach's Alpha values indicate greater internal consistency, while higher mean inter-item correlation values suggest better item reliability. These measures are important for assessing the quality and reliability of the questionnaire and can help determine the validity of the results obtained from the survey.

4.2.2 Descriptive Statistics – (Questionnaire Analysis)

This section presents descriptive analysis and frequency tables obtained from both students' and teachers' questionnaires. First, it starts by presenting descriptive tables for all the scales of the questionnaire representing the students' motivational factors. Second, the students' perceptions of the importance of certain MSs will be presented in descriptive tables for all the scales in part three of the students' questionnaire. Third, the teachers' perceptions of the importance of certain MSs will be presented in a descriptive table for all the scales in part two of the teachers' questionnaire.

4.2.2.1 Students' Motivational Factors (All Student Groups)

This section provides answers for the first research question in this study which is:

What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?

The section presents analysis of questionnaire data regarding students' perceptions of the motivational factors that motivate them to learn English. The questionnaire consists of 23 items arranged into five scales. Table 8 below shows the descriptive statistics for all student participants arranged according to five scales of motivational factors.

Table 8: Descriptive statistics for all student participants' responses according to five scales of motivational factors

Scales	N	Median Score	Inter-Quartile Range	Mean	Std. Deviation	Minimum	Maximum
Motivation, interest, and attitudes towards the English language	474	3.8	1.4	3.586	0.977	1	5.5
Positive attitudes towards the learning environment	474	3.2	1.6	3.17	1.17	1	5.8
Importance of English and its modern use	474	3	2.2	3.22	1.34	1	5.8
Career and Academic Orientations	474	2.75	1.75	3.07	1.22	1	5.7
Pleasure and entertainment	474	3.5	1.5	3.47	1.1	1	6

The first scale in part two of the students' questionnaire (motivation, interest, and attitudes towards the English language) consists of five items.

Table 9: Frequency of students' responses in the scale of motivation, interest, and attitudes towards the English language

Student Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 1	82 (17.3%)	80 (16 %)	74 (15.6%)	121 (25.5%)	74 (15.6%)	43 (9.3%)	474
Item 2	81 (17%)	74 (15.6%)	80 (17%)	95 (20%)	97 (20%)	47 (10%)	474
Item 3	82 (17%)	62 (13%)	51 (11%)	72 (15%)	117 (25%)	90 (19%)	474
Item 4	61 (13%)	74 (16%)	51 (11%)	53 (11%)	132 (28%)	103 (22%)	474
Item 5	73 (15%)	81 (17%)	70 (15%)	93 (20%)	78 (16%)	79 (17%)	474

The table above provides an overview of the frequency of students' responses in relation to their motivation, interest, and attitudes towards the English language. Below is an interpretation of the table.

The first item in the questionnaire is "I am interested in the English language." A quarter of the sample (25.5%) slightly agreed that they are interested in the English language. A significant portion (17.3%) strongly disagreed, indicating a lack of interest. Other categories, such as "Disagree," "Slightly Disagree," and "Agree," had varying percentages of responses. The second item is "I am interested in learning English". The responses for this item were distributed across the different categories, with no single category having a majority. The highest frequency was for the "Agree" and "slightly agree" categories (20%). Around 17% of students strongly disagreed with being interested in learning English. The third item is "I study English only because it is an obligatory school subject". The largest percentage of students (25%) agreed that they study English solely due to it being a compulsory subject. Around 19% of students strongly agreed with this statement. The "Disagree" and "Slightly Disagree" categories received the lowest percentages. The fourth item is "I like it when the teacher talks to us in English". The most common response was "Agree" (28%). A significant number of students (22%) strongly agreed that they enjoy it when the teacher uses English during class. The categories "Strongly Disagree" and "Slightly Agree" received the lowest frequencies. The fifth item is "I would like to meet people who speak English". The highest percentage of students (20%) slightly agreed with the statement, expressing a desire to interact with English speakers. The "Strongly Agree" and "Disagree" categories had similar frequencies (17% and 15%, respectively). The other categories had varying percentages.

Overall, the table shows that while some students exhibit positive attitudes and interests, others may have less enthusiasm or feel obligated to study English. The varying responses

highlight the diversity of students' perspectives and preferences in relation to the English language.

The second scale in part two of the students' questionnaire (positive attitudes towards the learning environment) consists of five items.

Table 10: Frequency of students' responses in the scale of positive attitudes towards the learning environment

Student Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 6	70 (15%)	62 (13%)	45 (9.5%)	83 (17.5%)	118 (25%)	96 (20%)	474
Item 7	120 (25%)	113 (24%)	81 (17%)	57 (12%)	69 (14.5)	34 (7%)	474
Item 8	110 (23%)	72 (15%)	57 (12%)	81 (17%)	103 (22%)	51 (11%)	474
Item 9	117 (25%)	109 (23%)	78 (16%)	61 (13%)	59 (12%)	50 (11%)	474
Item 10	130 (27%)	100 (21%)	93 (20%)	55 (12%)	52 (11%)	44 (10%)	474

The table above presents the frequency of students' responses on a scale measuring their positive attitudes towards the learning environment in the context of English language learning. Below is an interpretation of the table.

The sixth item in the questionnaire is "In the English lesson, I pay close attention to the activities that the teacher tells us to do". Quarter of the students (25%) agreed that they pay close attention to the teacher's instructions during English lessons. About 15% of students strongly disagreed with this statement. Other categories, such as "Disagree," "Slightly Disagree," and "Slightly Agree," received varying percentages of responses. The seventh item is "English is a sign of an educated person". The highest percentage of students (25%) strongly disagreed that English is a sign of an educated person. A significant portion of students (24%) also disagreed with this statement. The categories "Slightly Agree" and "Agree" had the lowest frequencies. The seventh item is "In general, I do very well in English". The responses were distributed across the different categories, with no single category having a majority. The highest percentage of students (23%) strongly disagreed with doing very well in English. The categories "Agree" and "Slightly Agree" had relatively higher frequencies. The eighth item is "In general, I find learning English fun". The largest percentage of students (25%) strongly disagreed that they find learning English fun. Around 23% of students disagreed with this statement. The categories "Slightly Agree" and "Agree" received lower percentages compared to the disagreement categories. The ninth item is "I think English is a nice language". The highest percentage of students

(27%) strongly disagreed that they think English is a nice language. About 21% of students disagreed with this statement. The categories "Agree" and "Strongly Agree" had the lowest frequencies.

Overall, the table depicts the range of responses from students regarding their positive attitudes towards the learning environment in English language learning. It reveals that while some students exhibit positive attitudes, such as paying attention and perceiving English as a nice language, others may have negative perceptions or lack interest in the subject. The varying responses indicate the diversity of students' attitudes and experiences within the learning environment for English language learning.

The third scale in the second part of the student participants' questionnaire (importance of English and its modern use) consists of five items.

Table 11: Frequency of students' responses in the scale of importance of English and its modern use

Student Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 11	84 (18%)	119 (25%)	81 (17%)	75 (16%)	67 (14%)	48 (10%)	474
Item 12	107 (23%)	101 (21%)	109 (23%)	50 (11%)	73 (15%)	34 (7%)	474
Item 13	44 (9%)	73 (15%)	119 (25%)	70 (15%)	92 (19%)	76 (16%)	474
Item 14	55 (12%)	73 (15%)	109 (23%)	70 (15%)	107 (23%)	60 (13%)	474
Item 15	140 (30%)	110 (23%)	76 (16%)	61 (13%)	55 (12%)	32 (7%)	474

The table above displays the frequency of students' responses on a scale measuring the importance of English and its modern use. Here is an interpretation of the table.

The eleventh item in the questionnaire "I want to learn English because English is a language that many people in the world speak, and nowadays you must be able to speak it". The largest percentage of students (25%) disagreed that they want to learn English for this reason. Around 18% of students strongly disagreed with this statement. The categories "Slightly Agree" and "Agree" had the lowest frequencies. The twelfth item is "I want to learn English to understand things written in English from everyday life like notices, advertisements, t-shirts, brand names, etc.". The highest percentage of students (23%) strongly disagreed with wanting to learn English for this purpose. Around 21% of students disagreed with this statement. The categories "Agree" and "Strongly Agree" had the lowest

frequencies. The thirteenth item is "I want to learn English to be able to answer if a tourist talks to me in English". 19% of the sample agreed that they want to learn English to respond to tourists speaking in English. Approximately 9% of students strongly disagreed with this statement. The categories "Strongly Disagree" and "Slightly Disagree" received relatively lower percentages. The fourteenth item is "I want to learn English to be better trained for the future". The highest percentage of students (23%) agreed with wanting to learn English for future training purposes. Around 12% of students strongly disagreed with this statement. The categories "Slightly Disagree" and "Agree" had relatively lower frequencies. The fifteenth item is "I want to learn English to use computers and surf the net". The largest percentage of students (30%) strongly disagreed with wanting to learn English for computer and internet use. Approximately 23% of students disagreed with this statement. The categories "Agree" and "Strongly Agree" had the lowest frequencies.

Overall, the table illustrates the frequency distribution of students' responses regarding the importance of English and its modern use. It indicates that opinions vary among students, with some expressing a strong desire to learn English for specific purposes, while others disagree or strongly disagree with those statements. The responses highlight the diversity of students' motivations and perceptions regarding the significance of English and its relevance to various aspects of modern life.

Table 12: Frequency of students' responses in the scale of career and academic orientations

Student Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 16	151 (32%)	119 (25%)	84 (18%)	55 (12%)	37 (8%)	28 (6%)	474
Item 17	79 (17%)	119 (25%)	145 (31%)	41 (9%)	56 (12%)	34 (7%)	474
Item 18	50 (11%)	78 (16%)	119 (25%)	91 (19%)	73 (15%)	63 (14%)	474
Item 19	73 (15%)	91 (19%)	119 (25%)	65 (14%)	75 (16%)	51 (11%)	474

The table above presents the frequency of students' responses on a scale measuring their career and academic orientations towards learning English. Here is an interpretation of the table.

The sixteenth item in the questionnaire is "I want to learn English because I want to read books in English". The highest percentage of students (32%) strongly disagreed with wanting to learn English for the purpose of reading books in English. About 25% of students disagreed with this statement. The categories "Agree" and "Strongly Agree" had

the lowest frequencies. The seventeenth item is "I want to learn English because I will need it in the job I would like to have". Approximately one third of the students (31%) strongly agreed that they want to learn English because it will be necessary for their desired job. Around 17% of students strongly disagreed with this statement. The categories "Disagree" and "Slightly Disagree" received relatively lower percentages. The eighteenth item in the questionnaire is "I want to learn English because I will need it in university studies". Quarter of the students (25%) slightly disagreed with wanting to learn English for the purpose of university studies. About 11% of students strongly agreed with this statement. The categories "Slightly Agree" and "Agree" had relatively higher frequencies. The nineteenth item is "I want to learn English to have more job opportunities". Quarter of the students (25%) slightly disagreed with wanting to learn English to have more job opportunities. Approximately 15% of students strongly disagreed with this statement. The categories "Agree" and "Strongly Agree" received lower percentages compared to the disagreement categories.

In summary, the table illustrates the frequency distribution of students' responses concerning their career and academic orientations towards learning English. It indicates that while some students recognize the importance of English for specific purposes, such as job prospects and university studies, others may strongly disagree or disagree with the stated reasons. The varying responses highlight differences in students' motivations and perceptions regarding the role of English in their desired careers and academic pursuits.

The fifth scale (pleasure and entertainment) in part two of the students' questionnaire consists of four items.

Table 13: Frequency of students' responses in the scale of pleasure and entertainment

Student Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 20	126 (27%)	88 (19%)	137 (29%)	50 (11%)	47 (10%)	26 (6%)	474
Item 21	160 (34%)	115 (24%)	98 (21%)	41 (9%)	46 (10%)	14 (3%)	474
Item 22	50 (11%)	62 (13%)	55 (12%)	68 (14%)	91 (19%)	148 (31%)	474
Item 23	32 (7%)	34 (7%)	31 (6.5%)	77 (16%)	139 (29%)	161 (34%)	474

The table above presents the frequency of students' responses on a scale measuring their pleasure and entertainment motivations for learning English. Here is an interpretation of the table.

The twentieth item in the questionnaire is "I want to learn English because I want to be able to understand the songs that I like". More than a quarter of the students (27%) strongly disagreed with wanting to learn English to understand the songs they like. Approximately 19% of students disagreed with this statement. The categories "Agree" and "Strongly Agree" had the lowest frequencies. The twenty first item is "I want to learn English so I can watch movies without translation in the original version". Around one third of the students (34%) strongly disagreed with wanting to learn English for the purpose of watching movies without translation. About 24% of students disagreed with this statement. The categories "Agree" and "Strongly Agree" received relatively lower percentages. The twenty second item is "I want to learn English because I am interested in being able to interact with people from other countries". Approximately one third of the students (31%) strongly agreed with wanting to learn English to interact with people from other countries. Around 11% of students strongly disagreed with this statement. The categories "Slightly Disagree" and "Slightly Agree" had lower frequencies compared to the disagreement and agreement categories. The twenty third item is "I want to learn English to travel abroad for touristic reasons during vacations". A high percentage of students (34%) strongly agreed that they want to learn English for the purpose of traveling abroad during vacations. Approximately 7% of students strongly disagreed with this statement. The categories "Slightly Disagree" and "Slightly Agree" received relatively lower percentages.

Overall, the table illustrates the frequency distribution of students' responses concerning their pleasure and entertainment motivations for learning English. It indicates that while some students express a strong interest in learning English for cultural and social purposes, such as understanding songs or interacting with people from other countries, others may strongly disagree or disagree with these reasons. The responses highlight the diversity of students' motivations and preferences when it comes to the pleasurable and entertaining aspects of learning English.

This section presented a descriptive analysis and frequency tables for the motivational components of all student participants in the questionnaire. The next section will present a descriptive analysis for students' perceptions on the importance of certain MSs.

4.2.2.2 Students' Perceptions on the Importance of Certain Motivational Strategies

This section presents a descriptive analysis of the perceptions of the student participants' on the importance of certain MSs. The section answers the second research question in the study which is:

What are the teaching motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?

The analysed data are obtained from student participants' responses on part three of the students' questionnaire which consists of 30 items arranged in 12 scales. Table 14 below shows the descriptive statistics of the students' perceptions on the importance of certain MSs.

Table 14: Descriptive statistics for all student participants according to 12 scales of important motivational strategies

Scales	N	Median	Inter-Quartile Range	Mean	Std. Deviation	Minimum	Maximum
Teacher behaviour	474	4.6	1	4.4	0.72	1.2	5.8
Classroom atmosphere	474	5	1	5	1.01	1	6
Learner group	474	4.5	1.5	4.5	1.14	1	6
L2 related values	474	3.5	2	3.47	1.35	1	6
Teaching materials	474	4.5	1.5	4.05	1.23	1	6
Goals	474	4	2	3.87	1.32	1	6
Presenting tasks in a motivating way	474	5	1.5	4.65	0.91	1.5	6
Learner confidence	474	4.6	1.33	4.58	0.85	1.33	6
Learner autonomy	474	4.5	1	4.4	1.02	1	6
Feedback	474	3.75	1.25	3.8	0.9	1	6
Rewards	474	4.3	1	4.16	0.95	1	6
Ideal L2 self	474	3	2	2.91	1.23	1	6

The first scale in part three of the students' questionnaire is about the importance of teacher behaviour as an MS. It consists of five items.

Table 15: Frequency of students' responses in the scale of teacher behavior

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 1	23 (5%)	31 (6.5%)	44 (9%)	102 (21.5%)	142 (30%)	132 (28%)	474
Item 2	65 (14%)	55 (12%)	76 (16%)	102 (21.5%)	107 (22.5%)	69 (15%)	474
Item 3	20 (4%)	32 (7%)	27 (6%)	142 (30%)	179 (38%)	74 (16%)	474
Item 4	9 (2%)	24 (5%)	21 (4%)	88 (18.5%)	205 (43%)	127 (27%)	474
Item 5	12 (2.5%)	25 (5%)	21 (4%)	90 (19%)	139 (29%)	187 (40%)	474

The table provided above illustrates the frequency of students' responses on a scale measuring their perceptions of teacher behaviour as an important MS. Below is an interpretation of the table.

The first item in part three of the students' questionnaire is "An English teacher should be enthusiastic when teaching English". It is noteworthy that 30% of the students agree and 28% strongly agree with the statement indicating that they believe that teacher enthusiasm plays a vital role in motivating their English learning.

The second item states "An English teacher should inform students about the reasons for his/her interest in English." The results show that 21.5% slightly agree, 22.5% agree, and 15% strongly agree. On the other hand, 14% strongly disagree, 12% disagree, and 16% slightly disagree. Those results suggest that not all students perceive this as a crucial motivational strategy.

The third item is "An English teacher should show students that he/she cares about their progress." More than one third of the participants (38%) agree with the statement and 16% strongly agree. This indicates that students value a supportive and nurturing environment in their English learning.

Moving on to the fourth item, which states, "An English teacher should show students his/her aptitude for answering their academic questions" The results highlight that a significant percentage of students (43%) agree with the statement and 27% strongly agree. This finding indicates that students perceive the teacher's expertise and ability to address their academic queries as a crucial motivational strategy.

Lastly, the fifth item states "An English teacher should pay attention and listen to each student". The results demonstrate that an overwhelming majority of students (29% agree and 40% strongly agree) believe that attentive listening from the teacher is an essential motivational strategy. This emphasizes the significance of creating an inclusive and supportive classroom environment where students feel heard and valued.

Overall, the table reflects students' perspectives on various teacher behaviours as crucial MSs in their English learning. Enthusiasm, information sharing, care for progress, aptitude in answering questions, and attentive listening are all recognized as important factors that contribute to student motivation. These findings provide valuable insights for educators aiming to create effective and engaging English language learning environments.

The second scale in part three of the students' questionnaire is about classroom atmosphere. It consists of only one item which is 'an English teacher should create a pleasant atmosphere in the classrooms. Table 16 below shows the percentages.

Table 16: Frequency of students' responses in the scale of classroom atmosphere

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 6	6 (1%)	8 (2%)	12 (2.5%)	90 (19%)	173 (36%)	185 (39%)	474

It is worth noting that a majority of the students (combining "Agree" and "Strongly Agree") believe that creating a pleasant atmosphere in the classroom is essential, representing 75% of the respondents. Conversely, a small proportion of students (combining "Strongly Disagree," "Disagree," and "Slightly Disagree") express lower levels of agreement, totalling 5.5% of the respondents. The data suggests that the majority of students recognize the significance of a pleasant classroom atmosphere as a motivational strategy. They believe that when an English teacher creates a pleasant environment, it positively impacts their motivation and engagement in the learning process. The high agreement percentages demonstrate that students value and appreciate a pleasant classroom atmosphere, perceiving it as a key factor in enhancing their English language learning experience.

The third scale in part three of the students' questionnaire is learner group. It consists of two items.

Table 17: Frequency of students' responses in the scale of learner group

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 7	59 (12%)	46 (10%)	45 (9.5%)	93 (20%)	124 (26%)	107 (23%)	474
Item 8	16 (3%)	18 (4%)	18 (4%)	107 (22.5%)	123 (26%)	192 (41%)	474

The table provided illustrates the frequency of students' responses on a scale measuring their perceptions of learner group activities as an important motivational strategy. Focusing on the seventh item in the questionnaire which states "An English teacher should offer group work activities," we can observe a significant proportion of students express agreement (26% agree and 23% strongly agree). There is also a notable percentage of students who express disagreement or slight disagreement (12% strongly disagree, 10% disagree, and 9.5% slightly disagree). This indicates that there is some diversity in students' perceptions regarding the offering of group work activities by the English teacher.

For the eighth item which states "An English teacher should include in-class group work as one of the assessment tools", there is a higher level of agreement among students. A considerable majority of students (41% strongly agree and 26% agree) believe that in-class group work should be included as one of the assessment tools. However, there is still a smaller percentage of students who express disagreement or slight disagreement (3% strongly disagree, 4% disagree, and 4% slightly disagree).

Overall, the data suggests that while there is generally a positive inclination toward learner group activities and in-class group work as important MSs, there is also a significant number of students who hold differing views or express some level of disagreement. It highlights the importance of considering individual preferences and ensuring a balanced approach when implementing these strategies in the classroom.

The fourth scale in part three of the students' questionnaire is L2 related values. It consists of two items.

Table 18: Frequency of students' responses in the scale of L2 related values

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 9	75 (16%)	81 (17%)	89 (19%)	90 (19%)	86 (18%)	53 (11%)	474
Item 10	75 (16%)	79 (17%)	84 (18%)	63 (13%)	95 (20%)	78 (17%)	474

The ninth item states, "An English teacher should increase the amount of English used in the classroom". We can observe while a significant number of students (54 students or 11%) strongly agree with the statement, there is also a significant percentage of students who express disagreement or slight disagreement (16% strongly disagree, 17% disagree, and 19% slightly disagree). Additionally, there is a relatively equal distribution between students who slightly agree (19%) and those who agree (18%). This suggests some diversity in students' perceptions regarding the increased use of English in the classroom.

For the tenth item states, "An English teacher should remind students of the benefits of mastering English", a similar pattern emerges. While there is a substantial percentage of students who strongly agree (79 students or 17%) and agree (20%) with the statement, there are also students who express disagreement or slight disagreement (16% strongly disagree, 17% disagree, and 18% slightly disagree). Additionally, a smaller percentage of students (13%) slightly agree with the statement.

Overall, the data indicates that there is a range of opinions among students regarding the importance of L2 related values as important MSs. While there are students who strongly support and agree with these strategies, there is also a significant number of students who hold differing views or express some level of disagreement. This highlights the need for teachers to consider individual preferences and adopt a balanced approach when implementing L2 related values as MSs in the classroom.

The fifth scale in part three of the students' questionnaire is about teaching material. It consists of two items.

Table 19: Frequency of students' responses in the scale of teaching material

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 11	54 (11%)	56 (12%)	50 (10.5%)	120 (25%)	133 (28%)	53 (11%)	474
Item 12	30 (6%)	39 (8%)	32 (7%)	123 (26%)	145 (30.5%)	105 (22%)	474

For the eleventh item which states “An English teacher should consider students’ academic and work needs”, there is a balanced distribution of agreement and disagreement among the students. While a significant proportion of students express agreement (28% agree and 11% strongly agree), there is also a notable percentage of students who express disagreement or slight disagreement (11% strongly disagree, 12% disagree, and 10.5% slightly disagree). This suggests a diversity of opinions among students regarding the consideration of their academic and work needs in the teaching material.

For the twelfth item which states “An English teacher should relate the taught material to the students’ life experiences”, a similar pattern emerges. A majority of students (30.5% agree and 22% strongly agree) believe that an English teacher should relate the taught material to their life experiences as a motivational strategy. However, there are also students who express disagreement or slight disagreement (6% strongly disagree, 8% disagree, and 7% slightly disagree).

Overall, the data indicates that there is a range of opinions among students regarding the importance of teaching material as a motivational strategy. While there is generally a positive inclination toward considering students' academic and work needs and relating the taught material to their life experiences, there are also students who hold differing views or express some level of disagreement. This highlights the importance of recognizing and addressing the diverse needs and preferences of students when designing and delivering instructional material.

The sixth scale in part three of the students’ questionnaire is about goals. It consists of two items.

Table 20: Frequency of students' responses in the scale of goals

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 13	62 (13%)	63 (13%)	61 (13%)	113 (24%)	99 (21%)	76 (16%)	474
Item 14	47 (10%)	47 (10%)	48 (10%)	140 (29.5%)	102 (21.5%)	90 (19%)	474

For the thirteenth item which states “An English teacher should encourage students to set their learning goals”, it is notable that there is a consistent distribution across the categories of disagreement, with 13% of the students falling into each category (strongly disagree, disagree, and slightly disagree). This suggests that a significant portion of students do not see the importance of English teachers encouraging them to set their learning goals. However, there is also a substantial percentage of students who express agreement or strong agreement (24% slightly agree, 21% agree, and 16% strongly agree), indicating that many students do recognize the value of this practice as a motivational strategy.

Regarding the fourteenth item which states “An English teacher should state the objectives of each lecture”, the distribution across the categories of disagreement remains consistent as well, with 10% of the students in each category (strongly disagree, disagree, and slightly disagree). This indicates that a notable portion of students do not believe that an English teacher should state the objectives of each lecture. However, there is a higher percentage of students who express agreement or strong agreement (29.5% slightly agree, 21.5% agree, and 19% strongly agree), suggesting that these students see the importance of clear lecture objectives as a motivational strategy.

Overall, the data reveals a divergence of opinions among students regarding the importance of goals as a motivational strategy. While there is a significant number of students who recognize the value of encouraging goal setting and stating lecture objectives, there is also a notable portion who do not agree with these practices. This highlights the importance of considering individual preferences and designing motivational strategies that cater to a range of student perspectives.

The seventh scale in part three of the students' questionnaire is about presenting tasks in a motivating way. It consists of two items.

Table 21: Frequency of students' responses in the scale of presenting tasks in a motivating way

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 15	32 (7%)	36 (8%)	29 (6%)	124 (26%)	152 (32%)	101 (21.5%)	474
Item 16	18 (4%)	16 (3%)	24 (5%)	61 (13%)	138 (29%)	217 (46%)	474

For the fifteenth item, it is evident that a significant portion of students agree with the statement, with 26% slightly agreeing, 32% agreeing, and 21.5% strongly agreeing. This suggests that a majority of students see the value in an English teacher clarifying the objective of tasks as a means of motivation. However, there is also a notable percentage of students who express disagreement or slight disagreement (7% strongly disagree, 8% disagree, and 6% slightly disagree), indicating a range of perspectives on this matter.

Regarding the sixteenth item, a large percentage of students strongly agree (46%), indicating a strong consensus that an English teacher should show students how to answer tasks. Additionally, 29% of the students agree, further highlighting the perceived importance of this practice as a motivational strategy. However, there are still some students who express disagreement or slight disagreement (4% strongly disagree, 3% disagree, and 5% slightly disagree).

Overall, the data reveals a general agreement among students regarding the importance of presenting tasks in a motivating way as a motivational strategy. Students generally see the value in an English teacher clarifying task objectives and demonstrating how to answer tasks. However, it is also important to consider the perspectives of students who express disagreement or slight disagreement, as they may have alternative preferences or opinions regarding motivational strategies related to presenting tasks.

The eighth scale in part three of the students' questionnaire is about learner confidence. It consists of three items.

Table 22: Frequency of students' responses in the scale of learner confidence

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 17	16 (3%)	24 (5%)	21 (4%)	109 (23%)	173 (36%)	131 (28%)	474
Item 18	30 (6%)	36 (8%)	48 (10%)	120 (25%)	157 (33%)	87 (18%)	474
Item 19	12 (2.5%)	16 (3%)	22 (5%)	83 (18%)	194 (41%)	147 (31%)	474

Looking at the seventeenth item, it is apparent that a significant percentage of students agree or strongly agree that an English teacher should make efforts to reduce students' anxiety of English (23% slightly agree, 36% agree, and 28% strongly agree). This suggests that a majority of students recognize the importance of creating a supportive and anxiety-free environment to enhance motivation. However, there are also some students who express disagreement or slight disagreement (3% strongly disagree, 5% disagree, and 4% slightly disagree), indicating that there may be differing opinions or preferences regarding the significance of this strategy.

Regarding the eighteenth item which is “An English teacher should inform students about their strengths and abilities”, a substantial percentage of students agree or strongly agree that an English teacher should inform them about their strengths and abilities (25% slightly agree, 33% agree, and 18% strongly agree). This indicates that many students value receiving feedback and recognition for their strengths, as it contributes to their motivation. However, there are still some students who express disagreement or slight disagreement (6% strongly disagree, 8% disagree, and 10% slightly disagree).

For the nineteenth item which is “An English teacher should inform students that committing mistakes is a must in the learning process”, a significant majority of students agree or strongly agree that an English teacher should inform them that committing mistakes is a part of the learning process (18% slightly agree, 41% agree, and 31% strongly agree). This suggests that students generally acknowledge the importance of embracing mistakes as learning opportunities. However, there are still a few students who express disagreement or slight disagreement (2.5% strongly disagree, 3% disagree, and 5% slightly disagree).

In summary, the data reveals a consensus among students regarding the importance of learner confidence as a motivational strategy. Students generally agree that reducing anxiety, informing about strengths and abilities, and embracing mistakes are significant factors for enhancing motivation in the English learning process. However, it is important to consider the perspectives of students who express disagreement or slight disagreement, as they may have different perspectives or preferences regarding the importance of these strategies.

The ninth scale in part three of the students' questionnaire is about learner autonomy. There are two items in this scale.

Table 23: Frequency of students' responses in the scale of learner autonomy

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 20	38 (8%)	39 (8%)	34 (7%)	113 (24%)	153 (32%)	97 (21%)	474
Item 21	21 (4%)	25 (5%)	23 (5%)	124 (26%)	163 (34%)	118 (25%)	474

Looking at the data for the twentieth item which is “An English teacher should allow students to assess themselves”, it is evident that a significant percentage of students agree or strongly agree that an English teacher should allow them to assess themselves (24% slightly agree, 32% agree, and 21% strongly agree). This indicates that students value having autonomy and involvement in their own learning and assessment processes, as it contributes to their motivation. However, there are also some students who express disagreement or slight disagreement (8% strongly disagree, 8% disagree, and 7% slightly disagree), suggesting that there may be varying opinions or preferences regarding the significance of learner self-assessment.

Regarding the twenty-first item which states “An English teacher should offer students options about the assessment methods”, a substantial majority of students agree or strongly agree that an English teacher should offer them options about the assessment methods (26% slightly agree, 34% agree, and 25% strongly agree). This highlights the importance of providing students with choices and flexibility in how they demonstrate their learning, as it enhances their motivation. However, there are still a few students who express disagreement or slight disagreement (4% strongly disagree, 5% disagree, and 5% slightly disagree).

Overall, the data reflects a general consensus among students regarding the importance of learner autonomy as a motivational strategy. Students generally agree that allowing self-assessment and offering options in assessment methods are significant factors in enhancing their motivation. However, it is important to consider the perspectives of students who express disagreement or slight disagreement, as they may have different preferences or beliefs about the importance of learner autonomy in the classroom.

The tenth scale in part three of the students' questionnaire is about feedback. It consists of four items.

Table 24: Frequency of students' responses in the scale of feedback

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 22	20 (4%)	21 (4%)	29 (6%)	114 (24%)	184 (39%)	106 (22.5%)	474
Item 23	20 (4%)	29 (6%)	28 (6%)	115 (24%)	173 (36%)	109 (23%)	474
Item 24	98 (21%)	85 (18%)	90 (19%)	83 (17.5%)	69 (14.5%)	49 (10.5%)	474
Item 25	114 (24%)	110 (23%)	88 (18.5%)	53 (11%)	70 (15%)	39 (8%)	474

Regarding the twenty-second item which states “An English teacher should give students positive feedback.” A high percentage of students (39%) agreed that an English teacher should give positive feedback. A significant portion (24%) slightly agreed with this statement. A smaller percentage of students (22.5%) strongly agreed. However, a combined 14% of students disagreed, strongly disagreed, and slightly disagreed with the statement. The results indicate that a large number of students believe that it is important for an English teacher to provide positive feedback. This suggests that students value encouragement and recognition from their teacher.

Similar to the previous item, the twenty-third item which states “An English teacher should appreciate students' progress”, a majority of students (36%) agreed that their English teacher should appreciate their progress, a significant portion (24%) slightly agreed, and a smaller percentage of students (23%) strongly agreed. However, a combined 16% of students disagreed or strongly disagreed. These findings suggest that a substantial number of students feel that their English teacher should show appreciation for their progress. This indicates that students value recognition for their achievements and efforts.

Regarding the twenty-four item which states “An English teacher should provide face-to-face feedback to students about their progress”, a majority of students (21%) strongly disagreed with the idea of face-to-face feedback, around 18% disagreed, while 19% slightly disagreed. However, a smaller percentage (17.5%) slightly agreed, and only 10.5% strongly agreed with the statement. These results reveal that a significant portion of

students are not in favour of receiving face-to-face feedback regarding their progress. This suggests that students may have varying preferences for the mode of feedback delivery.

Regarding the twenty-fifth item which states “An English teacher should monitor students' progress”, the highest percentage of students (24%) strongly disagreed with the notion of their English teacher monitoring their progress. Around 23% disagreed, and 18.5% slightly disagreed. A combined 23% of students either slightly agreed or strongly agreed. These findings indicate that a considerable number of students are not supportive of their English teacher monitoring their progress. This suggests that some students may prefer a more independent approach to their learning or may have reservations about being closely monitored.

Overall, the table illustrates students' perspectives on various aspects of feedback in an English class. It highlights the importance of positive feedback and appreciation while also indicating varying preferences for face-to-face feedback and progress monitoring. These findings can provide valuable insights for teachers to adapt their feedback strategies and meet students' needs effectively.

The eleventh scale in the questionnaire is about rewards. It consists of three items.

Table 25: Frequency of students' responses in the scale of rewards

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 26	13 (3%)	12 (2.5%)	14 (3%)	68 (14%)	167 (35%)	200 (42%)	474
Item 27	29 (6%)	29 (6%)	17 (4%)	82 (17 %)	94 (20%)	223 (47%)	474
Item 28	145 (30.5%)	128 (27%)	66 (14 %)	46 (10%)	50 (10.5%)	39 (8%)	474

Regarding the twenty-sixth item, "An English teacher should be generous in giving rewards to motivate students," the table shows that a high percentage of students (42%) strongly agree that an English teacher should be generous in giving rewards. Additionally, a significant portion of students (35%) agreed with the statement. A smaller percentage of students (13%) slightly disagreed. However, the combined percentage of students who disagreed, strongly disagreed, and slightly disagreed with the statement is 8.5%. These results indicate that a majority of students believe it is important for an English teacher to

provide generous rewards as a motivational strategy. The high agreement percentage suggests that students value recognition and incentives from their teacher to enhance their motivation and engagement in the classroom.

Moving on to the twenty-seventh item, "An English teacher should reward students for participating in activities," the table reveals that a substantial majority of students (47%) strongly agree that the English teacher should reward students for their participation. Furthermore, 20% of students agreed with the statement. A smaller percentage of students (17%) slightly agreed, while 16% of students disagreed or slightly disagreed. These findings demonstrate that a significant number of students recognize the importance of rewarding participation as a motivational strategy. The high percentage of strong agreement suggests that students highly value recognition and reinforcement for their active involvement in class activities.

Lastly, the table shows the students' responses to the statement, "An English teacher should make sure grades reflect students' effort and hard work." The results indicate that a significant number of students (57.5%) disagreed or slightly disagreed with the statement. Specifically, 30.5% strongly disagreed, 27% disagreed, and 14% slightly disagreed. On the other hand, a combined 18.5% of students slightly agreed or agreed with the statement. Only a small minority (8%) strongly agreed that grades should reflect effort and hard work. These findings suggest that there is a considerable proportion of students who do not believe that grades accurately reflect their level of effort and hard work. It highlights a potential disconnect between students' perceptions of their own dedication and the importance they assign to grades as an indicator of their academic performance.

In summary, the table demonstrates students' perspectives on rewards as an important motivational strategy. The interpretation reveals that students highly value generous rewards, recognition for participation, and positive feedback from their English teacher. However, there is a notable divergence in opinions regarding the relationship between grades and effort. These insights can inform teachers about effective MSs and the significance of recognizing and acknowledging students' efforts in fostering their engagement and motivation in the classroom.

The last scale in part three of the students' questionnaire is about ideal L2 self. It consists of two items.

Table 26: Frequency of students' responses in the scale of Ideal L2 self

Student Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 29	113 (24%)	101 (21%)	93 (20%)	51 (11%)	64 (13.5%)	52 (11%)	474
Item 30	124 (26%)	114 (24%)	93 (20%)	57 (12%)	44 (9%)	42 (9%)	474

Regarding the twenty-ninth item, "An English teacher should encourage students to imagine themselves using English in the future at work, their study, and when traveling abroad," the table above shows that a significant percentage of students (39.5%) agreed or slightly agreed with the statement. Specifically, 13.5% of students slightly agreed, while 26% strongly disagreed, 21% disagreed, and 20% slightly disagreed. These results suggest that a considerable number of students recognize the importance of envisioning themselves using English in real-life contexts, such as work or travel. The combined agreement percentage of 24.5% implies that a significant proportion of students value this MS as a way to enhance their language learning experience.

Moving on to the last item in the questionnaire, "An English teacher should invite successful role models to class," the table reveals that a majority of students (50%) disagreed or strongly disagreed with the statement. Specifically, 26% strongly disagreed, 24% disagreed, and 20% slightly disagreed. In contrast, a combined 21% of students slightly agreed or agreed with the idea. These findings indicate that there is a significant proportion of students who do not see the presence of successful role models in the classroom as an important motivational strategy. The high disagreement percentage suggests that students may not perceive the direct influence of role models on their own language learning motivation.

In summary, the table above presents students' responses to the two items related to the ideal L2 self as a motivational strategy. The interpretation highlights the varying opinions among students regarding the effectiveness of these strategies. While there is a considerable agreement regarding the importance of envisioning themselves using English

in real-life contexts, students hold mixed views on the significance of inviting successful role models to class. These findings offer valuable insights for English teachers to consider when designing motivational strategies that align with their students' perspectives and needs.

This section presented data analysis on the students' perceptions of the importance of certain MSs. The next section will present data analysis on the teachers' perceptions of the importance of certain MSs.

4.2.2.3 Teachers' Perceptions on the Importance of Certain Motivational Strategies

This section presents a descriptive analysis of the perceptions of the teacher participants on the importance of certain MSs. The section answers the third research question in the study which is:

What are the teaching motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?

The analysed data are obtained from the teacher participants' responses on part two of the teachers' questionnaire which consists of 30 items arranged in 12 scales. Table 27 below shows the descriptive statistics of the teachers' perceptions on the importance of certain MSs.

Table 27: Descriptive statistics for all teacher participants according to 12 scales of important motivational strategies

Scales	N	Median Score	Inter-Quartile Range	Mean	Std. Deviation	Std. Error Mean	Minimum	Maximum
Teacher Behaviour	20.00	4.9	0.8	4.85	0.58	0.66	3.6	6
Classroom atmosphere	20.00	5	1.75	5.2	0.83	0.19	4	6
Learner group	20.00	3.5	1.5	3.3	1.14	0.51	1	5
L2 related value	20.00	5	1	4.7	0.92	0.41	2.5	5.5
Teaching materials	20.00	3	1.88	3.02	1.45	0.65	1	6
Goals	20.00	4	1	4.1	0.78	0.35	2.5	5.5
Presenting tasks in a motivating way	20.00	4	1.75	3.65	1.14	0.51	1.6	6

Learner confidence	20.0 0	4.5	1.5	4.35	0.95	0.64	2	5.33
Learner autonomy	20.0 0	3	1.88	2.72	1.09	0.49	1	5
Feedback	20.0 0	4	0.75	3.9	0.91	0.81	1.75	5.5
Rewards	20.0 0	3.6	1.58	3.85	1.04	0.70	2	5.67
Ideal L2 self	20.0 0	3	1	2.82	1.06	0.48	1	5

The first scale in part two of the teachers' questionnaire is about the importance of teacher behaviour as an MS. It consists of five items.

Table 28: Frequency of teachers' responses in the scale of teacher behavior

Teacher Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 1				4 (20%)	8 (40%)	8 (40%)	20
Item 2	1 (5%)	2 (10%)	3 (15%)	3 (15%)	6 (30%)	5 (25%)	20
Item 3		1 (5%)	1 (5%)	8 (40%)	6 (30%)	4 (20%)	20
Item 4				3 (15%)	10 (50%)	7 (35%)	20
Item 5				7 (35%)	6 (30%)	7 (35%)	20

The above table presents the frequency of teachers' responses to different statements related to teacher behaviour as an important MS.

The first item in the questionnaire is "An English teacher should be enthusiastic when teaching English". The responses indicate that 20% of the teachers slightly agree, 40% agree, and 40% strongly agree. It is noteworthy that there are no responses in the categories of strongly disagree, disagree, or slightly disagree. This suggests that the majority of teachers strongly support the idea of being enthusiastic when teaching English.

The second item is "An English teacher should inform students about the reasons for his/her interest in English": The data shows that 5% of the teachers strongly disagree, 10% disagree, 15% slightly disagree, 15% slightly agree, 30% agree, and 25% strongly agree. These results indicate a range of opinions among the teachers, but a significant proportion agrees or strongly agrees that informing students about their interest in English is important.

The third item is "An English teacher should show students that he/she cares about their progress". The responses reveal that 5% of the teachers disagree, 5% slightly disagree, 40% slightly agree, 30% agree, and 20% strongly agree. Notably, there are no responses in

the strongly disagree category. This suggests that a majority of teachers acknowledge the importance of demonstrating care for students' progress.

The fourth item is "An English teacher should show students his/her aptitude for answering their academic questions". The data indicates that 15% of the teachers slightly agree, 50% agree, and 35% strongly agree. There are no responses in the categories of strongly disagree, disagree, or slightly disagree. This implies that the majority of teachers recognize the significance of showcasing their aptitude in answering academic questions.

The fifth item is "An English teacher should pay attention and listen to each student". The responses reveal that 35% of the teachers slightly agree, 30% agree, and 35% strongly agree. There are no responses in the categories of strongly disagree, disagree, or slightly disagree. This suggests that the majority of teachers support the idea of paying attention and listening to each student.

In summary, the data indicates a positive attitude among the teachers towards the importance of these MSs. Specifically, there is strong agreement on being enthusiastic, showcasing aptitude, and paying attention and listening to students. While there may be some variation in opinions, the overall trend suggests a positive inclination towards these teacher behaviours as important MSs.

The second scale in part two of the teachers' questionnaire is about classroom atmosphere. It consists of only one item which is 'an English teacher should create a pleasant atmosphere in the classrooms.

Table 29: Frequency of teachers' responses in the scale of classroom atmosphere

Teacher Questionnaire Part 3 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 6				5 (25%)	6 (30%)	9 (45%)	20

The above table presents the frequency of teachers' responses to the statement "An English teacher should create a pleasant atmosphere in the classroom." The responses indicate that no teachers strongly disagree, disagree, or slightly disagree with the statement. This suggests that all teachers surveyed expressed some level of agreement with the idea that an

English teacher should create a pleasant atmosphere in the classroom. In terms of agreement, 25% of the teachers slightly agree, 30% agree, and 45% strongly agree. These results indicate a majority of teachers strongly agreeing with the importance of creating a pleasant atmosphere in the classroom.

Overall, the data reflects a consensus among the teachers that it is essential to establish a pleasant atmosphere in the English classroom. This suggests that teachers recognize the positive impact that a pleasant classroom environment can have on student engagement, motivation, and overall learning experience.

The third scale in part three of the teachers' questionnaire is learner group. It consists of two items.

Table 30: Frequency of teachers' responses in the scale of learner group

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 7	2 (10%)	6 (30%)	5 (25%)	4 (20%)	3 (15%)		20
Item 8	3 (15%)	4 (20%)	3 (15%)	4 (20%)	4 (20%)	2 (10%)	20

The above table presents the frequency of teachers' responses to two statements related to the scale of learner group as an important MS.

The seventh item is "An English teacher should offer group work activities." The responses indicate that 10% of the teachers strongly disagree, 30% disagree, 25% slightly disagree, 20% slightly agree, 15% agree, and no teachers strongly agree. These results suggest that there is a significant portion of teachers who are not in favour of offering group work activities in the English classroom.

The eighth item is "An English teacher should include in-class group work as one of the assessment tools". The data shows that 15% of the teachers strongly disagree, 20% disagree, 15% slightly disagree, 20% slightly agree, 20% agree, and 10% strongly agree. These results indicate that there is more agreement among the teachers regarding the

inclusion of in-class group work as an assessment tool compared to offering group work activities.

In brief, the data suggests that there is some disagreement among the teachers regarding the importance of using learner groups as a motivational strategy. While there is more agreement on including in-class group work as an assessment tool, there is a noticeable portion of teachers who are hesitant or disagree with implementing group work activities in the English classroom. This indicates a diversity of perspectives and preferences among the teachers when it comes to incorporating learner groups as part of their instructional approach.

The fourth scale in part two of the teacher's questionnaire is L2 related values. It consists of two items.

Table 31: Frequency of teachers' responses in the scale of L2 related values

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 9				3 (15%)	11 (55%)	6 (30%)	20
Item 10	2 (10%)	1 (5%)	1 (5%)	7 (35%)	4 (20%)	5 (25%)	20

The above table presents the frequency of teachers' responses to two statements related to L2- related values as an important MS.

The ninth item states "An English teacher should increase the amount of English used in the classroom". The responses indicate that no teachers strongly disagree, disagree, or slightly disagree with the statement. This suggests that all teachers surveyed expressed some level of agreement with the idea of increasing the amount of English used in the classroom. In terms of agreement, 15% of the teachers slightly agree, 55% agree, and 30% strongly agree. These results indicate most teachers expressing agreement with the importance of using more English in the classroom, with a significant proportion strongly agreeing.

The tenth item is "An English teacher should remind students of the benefits of mastering English". The data shows that 10% of the teachers strongly disagree, 5% disagree, 5% slightly disagree, 35% slightly agree, 20% agree, and 25% strongly agree. These results suggest a range of opinions among the teachers, with the majority expressing some level of agreement. However, it is worth noting that a notable proportion of teachers (10%) strongly disagree with this statement.

In brief, the data indicates a general consensus among the teachers regarding the importance of certain L2 related values as motivational strategies. Most teachers agree or strongly agree with increasing the use of English in the classroom and reminding students of the benefits of mastering the language. This suggests that teachers recognize the value of creating an immersive English-speaking environment and highlighting the practical advantages of language proficiency. However, there are still varying opinions and a small minority of teachers who express disagreement or strong disagreement with these strategies.

The fifth scale in part two of the teachers' questionnaire is about teaching material. It consists of two items.

Table 32: Frequency of teachers' responses in the scale of teaching material

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 11	5 (25%)	6 (30%)	3 (15%)	1 (5%)	3 (15%)	2 (10%)	20
Item 12	3 (15%)	4 (20%)	6 (30%)	2 (10%)	3 (15%)	2 (10%)	20

The table above presents the frequency of teachers' responses to two statements related to teaching material as an important MS.

The eleventh item states "An English teacher should consider students' academic and work needs". The responses indicate that 25% of the teachers strongly disagree, 30% disagree, 15% slightly disagree, 5% slightly agree, 15% agree, and 10% strongly agree. These results suggest a range of opinions among the teachers, with a significant portion expressing disagreement or slight disagreement. This indicates that a notable proportion of teachers do not prioritize considering students' academic and work needs when selecting teaching material.

The twelfth item is "An English teacher should relate the taught material to the students' life experiences". The data shows that 15% of the teachers strongly disagree, 20% disagree, 30% slightly disagree, 10% slightly agree, 15% agree, and 10% strongly agree. These results suggest a similar pattern to the previous statement, with a significant proportion expressing disagreement or slight disagreement. This indicates that a notable proportion of teachers do not emphasize relating the taught material to students' life experiences.

Overall, the data suggests that there is some disagreement among the teachers regarding the importance of considering students' needs and relating teaching material to their life experiences. While there is agreement among some teachers, a significant portion expresses disagreement or slight disagreement with these statements. This indicates a diversity of perspectives and approaches among the teachers when it comes to selecting and incorporating teaching material that meets students' needs and connects with their life experiences.

The sixth scale in part two of the teachers' questionnaire is about goals. It consists of two items.

Table 33: Frequency of teachers' responses in the scale of goals

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 13	4 (20%)	5 (25%)	5 (25%)	3 (15%)	3 (15%)		20
Item 14				2 (10%)	8 (40%)	10 (50%)	20

The table above presents the frequency of teachers' responses to two statements related to goals as an important MS.

The thirteenth item states "An English teacher should encourage students to set their learning goals". The responses indicate that 20% of the teachers strongly disagree, 25% disagree, 25% slightly disagree, 15% slightly agree, 15% agree, and no teachers strongly agree. These results suggest that there is some disagreement among the teachers regarding

the importance of encouraging students to set their learning goals. A significant proportion of teachers express some level of disagreement or slight disagreement with this statement.

The fourteenth item is "An English teacher should state the objectives of each lecture". The data shows that no teachers strongly disagree, disagree, or slightly disagree with the statement. This suggests that all teachers surveyed expressed some level of agreement with the idea of stating the objectives of each lecture. In terms of agreement, 10% of the teachers slightly agree, 40% agree, and 50% strongly agree. These results indicate a majority of teachers strongly agreeing with the importance of stating lecture objectives, with a significant proportion agreeing.

Overall, the data suggests that while there is agreement among the teachers regarding the importance of stating lecture objectives, there is some disagreement or slight disagreement regarding the encouragement of students to set their learning goals. This indicates a diversity of perspectives and preferences among the teachers when it comes to incorporating goal-setting as a motivational strategy in the English classroom. However, it is worth noting that a majority of teachers agree with stating lecture objectives, indicating its perceived importance as a motivational strategy.

The seventh scale in part two of the teacher's questionnaire is about presenting tasks in a motivating way. It consists of two items.

Table 34: Frequency of teachers' responses in the scale of presenting tasks in a motivating way

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 15		2 (10%)	3 (15%)	4 (20%)	7 (35%)	4 (20%)	20
Item 16	6 (30%)	4 (20%)	3 (15%)	2 (10%)	3 (15%)	2 (10%)	20

The table above presents the frequency of teachers' responses to two statements related to presenting tasks in a motivating way as an important MS.

The fifteenth item is "An English teacher should clarify the objective of tasks". The responses indicate that no teachers strongly disagree, 10% disagree, 15% slightly disagree, 20% slightly agree, 35% agree, and 20% strongly agree. These results suggest that the

majority of teachers surveyed agree or strongly agree with the importance of clarifying the objective of tasks. This indicates that teachers recognize the significance of providing clear instructions and objectives to engage students in their learning tasks.

The sixteenth item is "An English teacher should show students how to answer tasks". The data shows that 30% of the teachers strongly disagree, 20% disagree, 15% slightly disagree, 10% slightly agree, 15% agree, and 10% strongly agree. These results suggest some disagreement among the teachers regarding the importance of showing students how to answer tasks. A significant portion of teachers express disagreement or slight disagreement, indicating a diversity of perspectives on this aspect of presenting tasks.

Overall, the data suggests that while there is agreement among the teachers regarding the importance of clarifying task objectives, there is some disagreement or slight disagreement regarding the approach of showing students how to answer tasks. This indicates a diversity of perspectives and preferences among the teachers when it comes to presenting tasks in a motivating way. However, it is worth noting that a majority of teachers agree with the importance of clarifying task objectives, highlighting the significance of clear instructions and goals in engaging students.

The eighth scale in part two of the teachers' questionnaire is about learner confidence. It consists of three items.

Table 35: Frequency of teachers' responses in the scale learner confidence

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 17				4 (20%)	5 (25%)	11 (55%)	20
Item 18	4 (20%)	5 (25%)	3 (15%)	3 (15%)	4 (20%)	1 (5%)	20
Item 19	1 (5%)	2 (10%)	1 (5%)	4 (20%)	3 (15%)	9 (45%)	20

The table above table presents the frequency of teachers' responses to three statements related to learner confidence as an important MS.

The seventeenth item is "An English teacher should make his/her best to reduce students' anxiety of English". The responses indicate that no teachers strongly disagree, disagree, or slightly disagree with this statement. 20% slightly agree, 25% agree, and the majority, 55%, strongly agree. These results suggest a strong consensus among the teachers regarding the importance of reducing students' anxiety in the English language classroom.

The high percentage of teachers who strongly agree indicates a recognition of the significant role played by a supportive and nurturing environment in promoting learner confidence.

The eighteenth item is "An English teacher should inform students about their strengths and abilities". The data shows that 20% of the teachers strongly disagree, 25% disagree, 15% slightly disagree, 15% slightly agree, 20% agree, and 5% strongly agree. These results suggest a range of opinions among the teachers regarding the importance of informing students about their strengths and abilities. While a significant proportion of teachers express some level of disagreement, there is also a notable percentage who agree or strongly agree. This indicates that there may be differing perspectives on the extent to which emphasizing students' strengths and abilities contributes to learner confidence.

The nineteenth item is "An English teacher should inform students that committing mistakes is a must in the learning process". The responses indicate that 5% of the teachers strongly disagree, 10% disagree, 5% slightly disagree, 20% slightly agree, 15% agree, and the majority, 45%, strongly agree. These results suggest a strong consensus among the teachers regarding the importance of informing students about the necessity of making mistakes as part of the learning process. The high percentage of teachers who strongly agree highlights the recognition of the value of promoting a growth mindset and fostering a supportive environment where learners feel comfortable taking risks.

Overall, the data indicates that there is general agreement among the teachers regarding the importance of learner confidence as an important MS. The majority of teachers strongly agree on the importance of reducing anxiety, informing students about the necessity of making mistakes, and recognizing their strengths and abilities. This suggests a collective understanding of the role of a positive and supportive learning environment in promoting learner confidence and motivation.

The ninth scale in the questionnaire is about learner autonomy. There are two items in this scale.

Table 36: Frequency of teachers' responses in the scale of learner autonomy

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 20	4 (20%)	6 (30%)	5 (25%)	3 (15%)	2 (10%)		20
Item 21	5 (25%)	7 (35%)	2 (10%)	1 (5%)	3 (15%)	2 (10%)	20

The table above presents the frequency of teachers' responses to two statements related to learner autonomy as an important MS.

The twentieth item is "An English teacher should allow students to assess themselves". The responses indicate that 20% of the teachers strongly disagree, 30% disagree, 25% slightly disagree, 15% slightly agree, 10% agree, and none of the teachers strongly agree. These results suggest a range of opinions among the teachers regarding the importance of allowing students to assess themselves. A significant proportion of teachers express some level of disagreement, indicating that there may be differing perspectives on the extent to which learner self-assessment is considered a valuable motivational strategy.

The twenty-first item is "An English teacher should offer students options about the assessment methods". The data shows that 25% of the teachers strongly disagree, 35% disagree, 10% slightly disagree, 5% slightly agree, 15% agree, and 10% strongly agree. These results suggest a diversity of opinions among the teachers regarding the importance of offering students options in assessment methods. While a majority of teachers express some level of disagreement, there is also a notable percentage who agree or strongly agree. This indicates that there may be varying perspectives on the extent to which learner autonomy in choosing assessment methods is valued as a motivational strategy.

Overall, the data suggests that there is some disagreement among the teachers regarding the importance of learner autonomy as a motivational strategy in the context of self-assessment and offering options in assessment methods. While a significant proportion of teachers express disagreement or slight disagreement, there are also teachers who agree or strongly agree. This indicates a diversity of perspectives and preferences among the teachers when it comes to promoting learner autonomy in assessment. It highlights the need for further discussion and exploration of the role of learner autonomy in enhancing motivation in the classroom.

The tenth scale in the teachers' questionnaire is about feedback. It consists of four items.

Table 37: Frequency of teachers' responses in the scale of feedback

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 22				4 (20%)	8 (40%)	8 (40%)	20
Item 23	1 (5%)	2 (10%)	1 (5%)	5 (25%)	4 (20%)	7 (35%)	20
Item 24	2 (10%)	3 (15%)	4 (20%)	7 (35%)	3 (15%)	1 (5%)	20
Item 25	4 (20%)	5 (25%)	6 (30%)	3 (15%)	1 (5%)	1 (5%)	20

The table above presents the frequency of teachers' responses to four statements related to feedback as an important MS.

The twenty- second item is "An English teacher should give students positive feedback". The data shows that none of the teachers strongly disagree, disagree, or slightly disagree with this statement. 20% slightly agree, 40% agree, and 40% strongly agree. These results indicate a strong consensus among the teachers regarding the importance of providing positive feedback to students. The high percentage of teachers who agree or strongly agree suggests that they recognize the motivational impact of positive reinforcement and encouragement in the learning process.

The twenty-third item is "An English teacher should appreciate students' progress". The responses indicate that 5% of the teachers strongly disagree, 10% disagree, 5% slightly disagree, 25% slightly agree, 20% agree, and 35% strongly agree. These results suggest a range of opinions among the teachers regarding the importance of appreciating students' progress. While a small percentage of teachers express disagreement, a significant proportion agree or strongly agree. This indicates that there is recognition among the teachers of the positive impact of recognizing and acknowledging students' achievements and progress.

The twenty-fourth item is "An English teacher should provide face-to-face feedback to students about their progress". The data shows that 10% of the teachers strongly disagree, 15% disagree, 20% slightly disagree, 35% slightly agree, 15% agree, and 5% strongly agree. These results suggest a diversity of opinions among the teachers regarding the importance of providing face-to-face feedback to students. While a significant percentage express some level of disagreement, there are also teachers who agree or strongly agree.

This indicates differing perspectives on the preferred methods of providing feedback and the extent to which face-to-face feedback is valued as a motivational strategy.

The twenty-fifth item is "An English teacher should monitor students' progress": The responses indicate that 20% of the teachers strongly disagree, 25% disagree, 30% slightly disagree, 15% slightly agree, 5% agree, and 5% strongly agree. These results suggest a range of opinions among the teachers regarding the importance of monitoring students' progress. While a notable percentage of teachers express some level of disagreement, there are also teachers who agree or strongly agree. This indicates differing perspectives on the role of progress monitoring as a motivational strategy and the extent to which it should be emphasized in the classroom.

In summary, the data suggests that while there is general agreement among the teachers regarding the importance of feedback as a MS, there are varying opinions on the specific aspects of feedback. The majority of teachers agree or strongly agree on the importance of giving positive feedback and appreciating students' progress. However, there is more diversity of opinion when it comes to providing face-to-face feedback and monitoring students' progress. This highlights the need for further discussion and professional development to establish best practices for feedback in the classroom.

The eleventh scale in the questionnaire is about rewards. It consists of three items.

Table 38: Frequency of teachers' responses in the scale of rewards

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 26	4 (20%)	5 (25%)	4 (20%)	2 (10%)	3 (15%)	2 (10%)	20
Item 27	3 (15%)	4 (20%)	6 (30%)	3 (15%)	3 (15%)	1 (5%)	20
Item 28				3 (15%)	6 (30%)	11(55%)	20

The above table presents the frequency of teachers' responses to three statements related to rewards as an important MS.

The twenty-sixth item is "An English teacher should be generous in giving rewards to motivate students". The data shows that 20% of the teachers strongly disagree, 25% disagree, 20% slightly disagree, 10% slightly agree, 15% agree, and 10% strongly agree

with this statement. These results indicate a range of opinions among the teachers regarding the level of generosity in giving rewards as a motivational strategy. While a significant percentage express some level of disagreement, there are also teachers who agree or strongly agree. This suggests that there are differing perspectives on the appropriate extent of rewarding students to foster motivation.

The twenty-seventh item is "An English teacher should reward students for participating in activities". The responses indicate that 15% of the teachers strongly disagree, 20% disagree, 30% slightly disagree, 15% slightly agree, 15% agree, and 5% strongly agree. These results suggest a range of opinions among the teachers regarding the importance of rewarding students for their participation in activities. While a notable percentage express disagreement or slight disagreement, there are also teachers who agree or strongly agree. This indicates differing perspectives on the value of rewarding student participation as a motivational strategy.

The twenty-eighth item is "An English teacher should make sure grades reflect students' effort and hard work". The data shows that none of the teachers strongly disagree, disagree, or slightly disagree with this statement. 15% slightly agree, 30% agree, and 55% strongly agree. These results indicate a strong consensus among the teachers regarding the importance of ensuring that grades reflect students' effort and hard work. The high percentage of teachers who agree or strongly agree suggests that they recognize the motivational impact of fair and accurate grading practices that acknowledge students' dedication and diligence.

Overall, the data suggests that there is some divergence of opinions among the teachers regarding the use of rewards as a motivational strategy. While there are varying views on the level of generosity in giving rewards and the importance of rewarding student participation, there is a strong consensus on the need for grades to reflect students' effort and hard work. These findings emphasize the importance of ongoing discussions and professional development to establish a shared understanding of the role of rewards in motivating students and the significance of fair assessment practices.

The last scale in the questionnaire is about ideal L2 self. It consists of two items.

Table 39: Frequency of teachers' responses in the scale of Ideal L2 self

Teacher Questionnaire Part 2 Items	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Item 29	3 (15%)	5 (25%)	6 (30%)	3 (15%)	2 (10%)	1 (5%)	20
Item 30	5 (25%)	3 (15%)	7 (35%)	3 (15%)	2 (10%)		20

The above table presents the frequency of teachers' responses to two statements related to the "Ideal L2 self" as an important MS.

The twenty-ninth is item "An English teacher should encourage students to imagine themselves using English in the future at work, their study, and when traveling abroad". The data shows that 15% of the teachers strongly disagree, 25% disagree, 30% slightly disagree, 15% slightly agree, 10% agree, and 5% strongly agree with this statement. These results indicate a range of opinions among the teachers regarding the importance of encouraging students to visualize themselves using English in various future contexts. While a significant percentage express some level of disagreement or slight disagreement, there are also teachers who agree or strongly agree. This suggests that there are differing perspectives on the effectiveness of this MS in promoting students' language learning and their motivation to use English in real-life situations.

The last item in the questionnaire is "An English teacher should invite successful role models to class". The responses indicate that 25% of the teachers strongly disagree, 15% disagree, 35% slightly disagree, 15% slightly agree, 10% agree, and 0% strongly agree with this statement. These results suggest a range of opinions among the teachers regarding the significance of inviting successful role models to the classroom as a motivational strategy. While a notable percentage express disagreement or slight disagreement, there are also teachers who agree. However, none of the teachers strongly agree with this statement. This indicates varying perspectives on the impact of bringing in role models to inspire and motivate students in their language learning journey.

Overall, the data suggests that there is some divergence of opinions among the teachers regarding the effectiveness of the "Ideal L2 self" as a motivational strategy. While there are varying views on the value of encouraging students to envision themselves using English in the future and the impact of inviting successful role models to class, there is no strong

consensus on either statement. These findings emphasize the need for further exploration and discussion among teachers to determine the most effective approaches for leveraging the "Ideal L2 self" concept and incorporating role models to enhance students' motivation and language learning outcomes.

This section presented a descriptive analysis and interpretation for teachers' perceptions on the importance of certain MSs. The following sections will present the analysis of the inferential statistics for the data gathered from both students and teachers' questionnaires.

4.2.3 Inferential Statistics - (Questionnaire Analysis)

This section presents inferential analyses for the data obtained from both students' and teachers' questionnaires. First, it starts by presenting inferential statistics tables and analyses for comparing the students' perceptions regarding their motivational factors. Second, inferential statistics tables and analyses for comparing students' perceptions regarding the importance of certain MSs will be presented. Finally, a comparison of students and teachers' perceptions regarding the importance of certain MSs will be displayed through inferential statistical table and analysis.

4.2.3.1 Students' Motivational Factors

This section presents inferential statistical analyses and interpretations for students' perceptions regarding the motivational factors for learning English. The analyses are presented in terms of students' programs of study, gender, age, and nationality. The section is relevant to the first research question in the study which is:

What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?

Kruskal-Wallis test was used to find out the differences among the participants in their three majors of study. This procedure is used to find out the mean rank differences in more than two groups. Scores for all scales of motivational factors (part two of the students' questionnaire) show that there are significant differences in perceptions among the three groups because the significance score value is less than the significance level (0.05). The

data in table 40 below show the statistical differences in students' perceptions about their

Scales	MAJOR	N	Median Score	Inter-Quartile Range	Mean Rank	Kruskal-Wallis H	Asymp. Sig.
Motivation, interest, and attitudes towards the English language	MEDIA	100.00	2.6	0.95	111.06	120.07	0.000
	BUSINESS	306.00	3.8	1	259.98		
	HEALTH	68.00	4.4	0.8	322.29		
Positive attitudes towards the learning environment	MEDIA	100.00	2.1	2.2	142.77	122.42	0.000
	BUSINESS	306.00	3.2	1.2	236.66		
	HEALTH	68.00	4.8	0.6	380.60		
Importance of English and its modern use	MEDIA	100.00	2.6	1.6	176.15	102.07	0.000
	BUSINESS	306.00	2.6	1.8	224.73		
	HEALTH	68.00	5	0.6	385.18		
Career and Academic Orientations	MEDIA	100.00	2	1.25	125.35	145.75	0.000
	BUSINESS	306.00	2.75	1.25	241.61		
	HEALTH	68.00	4.75	0.94	383.93		
Pleasure and entertainment	MEDIA	100.00	2.5	1.44	122.57	89.81	0.000
	BUSINESS	306.00	3.75	1.25	267.28		
	HEALTH	68.00	3.75	1	272.49		

motivational factors arranged according to their programs of study.

Table 40: Statistical differences in students' perceptions about their motivational factors according to their programs of study (Kruskal-Wallis test)

The statistics in the above table show that students in the health program have the highest mean ranks for all scales, and students in the media program have the lowest mean ranks for all the scales.

For identifying the differences between two groups, the researcher implemented Mann Whitney test. Table 41 below shows the statistics for the media and business students regarding their perceptions of the motivational factors.

Table 41: Statistical differences in students' perceptions about their motivational factors for media and business students (Mann Whitney test)

Scales	MAJOR	N	Median Score	Inter-Quartile Range	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Motivation, interest, and attitudes towards the English language	MEDIA	100	2.6	0.95	103.70	10369.50	5319.50	-9.82	0.000
	BUSINESS	306	3.8	1	236.12	72251.50			
Positive attitudes towards the learning environment	MEDIA	100	2.1	2.2	136.22	13621.50	8571.50	-6.62	0.000
	BUSINESS	306	3.2	1.2	225.49	68999.50			
Importance of English and its modern use	MEDIA	100	2.6	1.6	169.54	16954.00	11904.00	-3.34	0.001
	BUSINESS	306	2.6	1.8	214.60	65667.00			
Career and Academic Orientations	MEDIA	100	2	1.25	120.55	12054.50	7004.50	-8.17	0.000
	BUSINESS	306	2.75	1.25	230.61	70566.50			
Pleasure and entertainment	MEDIA	100	2.5	1.44	110.91	11091.00	6041.00	-9.11	0.000
	BUSINESS	306	3.75	1.25	233.76	71530.00			

Data from the above table show that scores for all scales have significant differences in perceptions between media and business students because the significance score value is less than the significance level (0.05). Students in the business programs have higher mean rank scores in all scales than students in the media program.

Comparing statistical data of the perceptions of media and health students, the statistics also show significant differences between the two groups. Table 42 below shows the statistics.

Table 42: Statistical differences in students' perceptions about their motivational factors for media and health program students (Mann-Whitney test)

Scales	MAJOR	N	Median Score	Inter-Quartile Range	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Motivation, interest, and attitudes towards the English language	MEDIA	100	2.6	0.95	57.87	5786.50	736.50	-8.627	0.000
	HEALTH	68	4.4	0.8	123.67	8409.50			
Positive attitudes towards the learning environment	MEDIA	100	2.1	2.2	57.06	5705.50	655.50	-8.907	0.000
	HEALTH	68	4.8	0.6	124.86	8490.50			
Importance of English and its modern use	MEDIA	100	2.6	1.6	57.11	5711.00	661.00	-8.867	0.000
	HEALTH	68	5	0.6	124.78	8485.00			
Career and academic orientations	MEDIA	100	2	1.25	55.31	5530.50	480.50	-9.463	0.000
	HEALTH	68	4.75	0.94	127.43	8665.50			
Pleasure and entertainment	MEDIA	100	2.5	1.44	62.16	6216.00	1166.00	-7.240	0.000
	HEALTH	68	3.75	1	117.35	7980.00			

According to the above table, we notice that all significance values are less than 0.05 which means that the differences in students' perceptions for all scales of motivation in the two programs are statistically significant. Looking at the mean rank scores for all the scales, we notice that the scores are higher for the health students than the media students.

Comparing between business program and health program students, the statistics also show statistically significant differences between the two groups in all the scales except the scale of pleasure and entertainment which has no significant statistical difference because the significance score is more than 0.05. Table 43 below shows the statistics.

Table 43: Statistical differences in students' perceptions about their motivational factors for media and health program students (Mann-Whitney test)

Scales	MAJOR	N	Median Score	Inter-Quartile Range	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Motivation, interest, and attitudes towards the English language	BUSINESS	306.00	1	236.12	177.36	54272.50	7301.50	3.862-	0.000
	HEALTH	68.00	2.2	136.22	233.13	15852.50			
Positive attitudes towards the learning environment	BUSINESS	306.00	3.2	1.2	164.67	50389.00	3418.00	8.678-	0.000
	HEALTH	68.00	4.8	0.6	290.24	19736.00			
Importance of English and its modern use	BUSINESS	306.00	2.6	1.8	163.63	50071.50	3100.50	9.074-	0.000
	HEALTH	68.00	5	0.6	294.90	20053.50			
Career and academic orientations	BUSINESS	306.00	2.75	1.25	164.50	50337.50	3366.50	8.753-	0.000
	HEALTH	68.00	4.75	0.94	290.99	19787.50			
Pleasure and entertainment	BUSINESS	306.00	3.75	1.25	187.03	57230.00	10259.00	0.180-	0.857
	HEALTH	68.00	3.75	1	189.63	12895.00			

Statistical data from the above table show that the mean ranks for all the scales of health program students are higher than those of the business program students.

Students' perceptions regarding their motivational factors for learning English were compared based on gender difference. The number of the study sample is 474 (277 males and 197 females). Table 44 below shows the percentages of the study sample distributed according to the gender of the participants.

Table 44: Percentages of the study sample distributed according to the gender of the participants

Gender	Frequency	Percent
Male	277	58.4
Female	197	41.6
Total	474	100.0

Comparing the statistics of both genders, it is observed that there are statistically significant differences in all scales except the scale of motivation, interest, and attitudes whose difference is statistically insignificant. Besides, the mean ranks for females outscore those of their males counterparts except in the scale of pleasure and entertainment where males outscore females. Table 45 below shows statistical differences in students' perceptions about their motivational factors for both males and females.

Table 45: Statistical differences in students' perceptions about their motivational factors for males and females ((Mann-Whitney test)

Dimensions	Gender	N	Mean Rank	Median Score	Inter-Quartile Range	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Motivation, interest, and attitudes towards the English language	MALE	277	229.79	3.8	1.2	63652.00	25149.00	-1.46	0.145
	FEMALE	197	248.34	3.8	1.4	48923.00			
Positive attitudes towards the learning environment	MALE	277	217.64	3	1.6	60285.00	21782.00	-3.75	0.000
	FEMALE	197	265.43	3.4	1.8	52290.00			
Importance of English and its modern use	MALE	277	215.74	2.6	2	59759.00	21256.00	-4.11	0.000
	FEMALE	197	268.10	3.8	1.8	52816.00			
Career and academic orientations	MALE	277	216.57	2.5	1.25	59990.00	21487.00	-3.95	0.000
	FEMALE	197	266.93	3.25	1.75	52585.00			
Pleasure and entertainment	MALE	277	260.13	3.75	1.75	72056.00	21016.00	-4.28	0.000
	FEMALE	197	205.68	3.25	1	40519.00			

Age is another aspect which was considered in comparing among student groups. There are three age groups in the student samples: 1. 18-25 years, 2. 26-35 years, and 3. 36+.years. Table 46 below shows the percentages of the study sample distributed according to the age of the participants.

Table 46: Percentages of the study sample distributed according to the age of the participants

AGE	Frequency	Percent
18-25	119.00	25.11
26-35	239.00	50.42
+36	116.00	24.47
Total	474.00	100.00

Looking at the statistical data in table 47 below, there are no statistically significant differences in the scales among the three age groups except for the scale of importance of English and its modern use with a significance value of 0.026 where the 18-25 age group outcores both the 26-35 and +36 age groups.

Table 47: Statistical differences in students' perceptions about their motivational factors according to their age groups (Kruskal-Wallis test)

Scales	AGE	N	Median Score	Inter-Quartile Range	Mean Rank	Kruskal-Wallis H	Asymp. Sig.
Motivation, interest, and attitudes towards the English language	18-25	119.00	3.8	1.4	237.76	1.168	0.558
	26-35	239.00	3.8	1.2	242.87		
	+36	116.00	3.6	1.4	226.16		
Positive attitudes towards the learning environment	18-25	119.00	3.2	1.6	239.09	4.849	0.089
	26-35	239.00	3.2	1.4	248.08		
	+36	116.00	3.1	1.8	214.07		
Importance of English and its modern use	18-25	119.00	3.2	2.6	251.96	7.292	0.026
	26-35	239.00	3	2	244.53		
	+36	116.00	2.4	2.2	208.18		
Career and Academic Orientations	18-25	119.00	3	2.25	255.48	4.422	0.110
	26-35	239.00	2.75	1.5	238.00		
	+36	116.00	2.5	1.69	218.02		
Pleasure and entertainment	18-25	119.00	3.75	1.25	255.37	3.544	0.170
	26-35	239.00	3.5	1.5	226.93		
	+36	116.00	3.37	1.75	240.95		

Students' nationality is another construct which was considered in comparing between student groups. There are two groups in this regard 1. Emirati and 2. non-Emirati. Table 48 below shows the percentages of the study sample distributed according to the nationality of the participants.

Table 48: Percentages of the study sample distributed according to the nationality of the participants

Nationality	Frequency	Percent
UAE	387	81.6
NON-UAE	87	18.4
Total	474	100.0

The statistical data in table 49 below reveal that there are statistically significant differences between the two groups in three scales. Those are the scales of: 1. positive attitudes towards the learning environment with a 0.029 significance value, 2. importance of English and its modern use with a 0.005 significance value, and 3. career and academic orientations with a 0.002 significance value. The differences in significance values for all those scales are for the non-Emiratis.

Table 49: Statistical differences in students' perceptions about their motivational factors for Emiratis and non-Emiratis ((Mann-Whitney test)

Scales	Nationality	N	Median Score	Inter-Quartile Range	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Motivation, interest, and attitudes towards the English language	UAE	387.00	3.8	1.2	233.99	90554.00	15476.00	-1.180	0.238
	NON-UAE	87.00	4	1.4	253.11	22021.00			
Positive attitudes towards the learning environment	UAE	387.00	3.2	1.4	230.99	89395.00	14317.00	-2.184	0.029
	NON-UAE	87.00	3.4	2.4	266.44	23180.00			
Importance of English and its modern use	UAE	387.00	2.8	2	229.11	88666.00	13588.00	-2.816	0.005
	NON-UAE	87.00	3.8	2.8	274.82	23909.00			
Career and Academic Orientations	UAE	387.00	2.75	1.5	228.09	88272.00	13194.00	-3.161	0.002
	NON-UAE	87.00	3.25	2	279.34	24303.00			
Pleasure and entertainment	UAE	387.00	3.5	1.5	237.62	91957.50	16789.50	-0.039	0.969
	NON-UAE	87.00	3.5	1	236.98	20617.50			

This section presented inferential statistical analyses and interpretations to the students' perceptions regarding the motivational factors for learning English. The next section will present inferential statistical analyses and interpretations to the students' perceptions regarding the importance of certain MSs.

4.2.3.2 Students' Perceptions on Importance of Certain Motivational Strategies

This section presents inferential statistical analysis and interpretation of the data obtained from part three of the students' questionnaire. The analysis is about students' perceptions regarding the importance of certain MSs which can be implemented by their EFL teachers. The analysis compares participants' perceptions in terms of their study program, gender, age, and nationality. The section answers the second research question of the study which is:

What are the teaching motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?

The first construct which was considered in comparing participants' views is their study program. There are three groups in this regard: 1. media students, 2. business students, and

health students. Table 50 below shows the percentages of the study sample distributed according to the study program of the participants.

Table 50: Percentages of the study sample distributed according to the study program of the participants

MAJOR	Frequency	Percent
Media	100.00	21.10
Business	306.00	64.56
Health	68.00	14.35
Total	474.00	100.00

Statistical data in table 51 below show that there are significant differences among the groups in their perceptions of the importance of certain MSs. The significant differences are in all the scales except the scale of learner autonomy whose significance value is 0.744.

Table 51: Statistical differences in students' perceptions about the importance of motivational strategies according to their programs of study (Kruskal-Wallis test)

Scales	MAJOR	N	Median Score	Inter-Quartile Range	Mean Rank	Kruskal-Wallis H	Asymp. Sig.
Teacher behaviour	Media	100.00	4.6	0.95	260.18	10.31	0.006
	Business	306.00	4.4	0.8	222.77		
	Health	68.00	4.7	0.8	270.46		
Classroom atmosphere	Media	100.00	5	0.8	204.71	14.53	0.000
	Business	306.00	5	1	254.16		
	Health	68.00	5	2	210.74		
Learner group	Media	100.00	4.5	1.5	215.89	6.31	0.034
	Business	306.00	4.5	1.5	237.47		
	Health	68.00	5	1	269.41		
L2 related values	Media	100.00	2	1.5	122.15	126.68	0.000
	Business	306.00	3.5	2	248.48		
	Health	68.00	5	1	357.71		
Teaching materials	Media	100.00	3.5	2	169.74	57.98	0.000
	Business	306.00	4.5	1.5	238.66		
	Health	68.00	5	1	331.93		
Goals	Media	100.00	3	1.88	145.29	71.55	0.000
	Business	306.00	4	1.5	250.05		
	Health	68.00	5	1.5	316.62		
Presenting tasks in a motivating way	Media	100.00	4	1.5	166.22	56.11	0.000
	Business	306.00	5	1	271.59		
	Health	68.00	4.5	1.5	188.93		
Learner confidence	Media	100.00	4.6	1	219.58	10.05	0.007

	Business	306.00	5	1	251.55		
	Health	68.00	4.6	1	200.65		
Learner autonomy	Media	100.00	4.5	1.5	229.97	0.51	0.774
	Business	306.00	4.5	1	238.39		
	Health	68.00	4.5	1	244.57		
Feedback	Media	100.00	3.75	1.25	211.00	6.79	0.033
	Business	306.00	3.75	1.25	239.87		
	Health	68.00	4	1.25	265.80		
Rewards	Media	100.00	4.1	1.25	215.23	26.70	0.000
	Business	306.00	4.3	0.67	259.39		
	Health	68.00	4	1.33	171.74		
Ideal L2 self	Media	100.00	2.5	2	202.06	29.71	0.000
	Business	306.00	3	1.5	231.75		
	Health	68.00	4	1.5	315.52		

Students' perceptions regarding the importance of certain MSs were compared based on gender difference. Data from table 52 below reveal statistically significant differences in perceptions in most of the scales between the two groups. There are only three scales which have no statistical differences because the significance values are more than 0.05. Those are the scales of: 1. learner confidence (0.831 significance value), 2. learner autonomy (0.631 significance value), and 3. rewards (0.523 significance value).

Table 52: Statistical differences in students' perceptions about the importance of motivational strategies for males and females ((Mann-Whitney test)

Scales	Gender	N	Median Score	Inter-Quartile Range	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Teacher behaviour	Male	277	4.8	0.8	267.44	74081.00	18991.00	- 5.67	0.000
	Female	197	4.4	0.6	195.40	38494.00			
Classroom atmosphere	Male	277	5	1	258.61	71635.50	21436.50	- 4.23	0.000
	Female	197	5	2	207.81	40939.50			
Learner group	Male	277	5	2	250.45	69375.50	23696.50	- 2.47	0.014
	Female	197	4.5	1	219.29	43199.50			
L2 related values	Male	277	3	2	206.24	57127.50	18624.50	- 5.93	0.000
	Female	197	4.5	2.5	281.46	55447.50			
Teaching materials	Male	277	4	2	210.87	58412.00	19909.00	- 5.07	0.000
	Female	197	4.5	1	274.94	54163.00			
Goals	Male	277	4	1.5	220.55	61091.00	22588.00	- 3.22	0.001
	Female	197	4.5	2	261.34	51484.00			
Presenting tasks in a motivating way	Male	277	4.5	1	221.16	61262.00	22759.00	- 3.12	0.002
	Female	197	5	1	260.47	51313.00			
Learner confidence	Male	277	4.6	1	238.66	66107.50	26964.50	-	0.831

	Female	197	4.6	1.3	235.88	46467.50		0.22	
Learner autonomy	Male	277	4.5	1	240.01	66483.00	26589.00	-	0.48
	Female	197	4.5	1.5	233.97	46092.00			
Feedback	Male	277	3.7	1	216.31	59917.50	21414.50	-	4.01
	Female	197	4	1.25	267.30	52657.50			
Rewards	Male	277	4.3	1	234.14	64858.00	26355.00	-	0.64
	Female	197	4.3	1	242.22	47717.00			
Ideal L2 self	Male	277	2.5	1.5	224.34	62141.50	23638.50	-	2.50
	Female	197	3	2	256.01	50433.50			

Age is another aspect which was considered in comparing among student groups. As mentioned in section 4.2.2.1, there are three age groups in the student samples. The statistical data in table 53 below reveal that there are no statistically significant differences in the scales among the three age groups because all the significant score values are higher than the significant value score which is 0.05.

Table 53: Statistical differences in students' perceptions about the importance of motivational strategies according to students' age groups (Kruskal-Wallis test)

Scales	AGE	N	Median Score	Inter-Quartile Range	Mean Rank	Kruskal-Wallis H	Asymp. Sig.
Teacher behaviour	18-25	119.00	4.6	0.8	229.12	0.648	0.723
	26-35	239.00	4.6	1	239.20		
	36+	116.00	4.6	0.95	242.59		
Classroom atmosphere	18-25	119.00	5	2	224.22	2.177	0.337
	26-35	239.00	5	1	245.29		
	36+	116.00	5	1	235.08		
Learner group	18-25	119.00	4.5	1.5	254.11	4.428	0.109
	26-35	239.00	4.5	1.5	224.77		
	36+	116.00	5	1.5	246.69		
L2 related values	18-25	119.00	3.5	2.5	252.82	2.631	0.268
	26-35	239.00	3.5	2.5	236.33		
	36+	116.00	3.5	2	224.19		
Teaching materials	18-25	119.00	4.5	1.5	244.61	2.938	0.230
	26-35	239.00	4.5	1.5	243.04		
	36+	116.00	4	2	218.78		
Goals	18-25	119.00	4	2	239.94	0.420	0.810
	26-35	239.00	4	2	239.74		
	+36	116.00	4	2	230.38		
Presenting tasks in a motivating way	18-25	119.00	5	1.5	252.50	1.958	0.376
	26-35	239.00	4.5	1.5	232.42		
	+36	116.00	5	2	232.57		
Learner confidence	18-25	119.00	4.6	1	220.87	5.244	0.073

	26-35	239.00	5	1	251.55		
	+36	116.00	4.6	1	225.61		
Learner autonomy	18-25	119.00	4.5	1	243.74	4.459	0.108
	26-35	239.00	4.5	1.5	225.29		
	+36	116.00	4.75	1	256.26		
Feedback	18-25	119.00	4	1.25	241.56	0.173	0.917
	26-35	239.00	3.75	1.25	237.04		
	+36	116.00	3.75	1	234.28		
Rewards	18-25	119.00	4.3	1	240.58	0.299	0.861
	26-35	239.00	4.3	1	238.80		
	+36	116.00	4.3	1	231.66		
Ideal L2 self	18-25	119.00	3	2	240.32	2.546	0.280
	26-35	239.00	3	1.5	228.64		
	+36	116.00	3	2	252.86		

Students' nationality is another aspect which was considered in comparing between student groups. As mentioned in section 4.2.2.1, there are two groups in this regard 1. Emirati and 2. non-Emirati. The statistical data in table 54 below reveal that there are statistically significant differences between the two groups in four scales. Those are the scales of: 1. L2 related values with a score a 0.000 significance value, 2. teaching materials with a 0.000 significance value, 3. goals with a 0.033 significance value, and 4. Ideal L2 self with a 0.003 significance value. The differences in significance values for all those scales are for the non-Emiratis.

Table 54: Statistical differences in students' perceptions about the importance of motivational strategies for Emiratis and non-Emiratis (Mann-Whitney test)

Scales	Nationality	N	Median Score	Inter-Quartile Range	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Teacher behaviour	UAE	387.00	4.6	1	241.58	93493.00	15254.00	-1.375	0.169
	NON-UAE	87.00	4.4	0.8	219.33	19082.00			
Classroom atmosphere	UAE	387.00	5	1	239.34	92624.50	16122.50	-0.656	0.512
	NON-UAE	87.00	5	2	229.32	19950.50			
Learner group	UAE	387.00	4.5	2	236.13	91383.00	16305.00	-0.464	0.643
	NON-UAE	87.00	4.5	1.5	243.59	21192.00			
L2 related values	UAE	387.00	3.5	2	223.93	86662.00	11584.00	-4.574	0.000
	NON-UAE	87.00	4.5	2	297.85	25913.00			
Teaching materials	UAE	387.00	4	2	225.32	87197.50	12119.50	-4.126	0.000
	NON-UAE	87.00	4.5	1	291.70	25377.50			
Goals	UAE	387.00	4	2	231.17	89461.00	14383.00	-2.138	0.033
	NON-UAE	87.00	4.5	2	265.68	23114.00			
Presenting tasks in a motivating	UAE	387.00	5	1.5	237.37	91863.00	16785.00	-0.043	0.965
	NON-UAE	87.00	5	1.5	238.07	20712.00			

way									
Learner confidence	UAE	387.00	4.6	1	242.89	93997.00	14750.00	-	1.823
	NON-UAE	87.00	4.6	1	213.54	18578.00			
Learner autonomy	UAE	387.00	4.5	1	238.52	92307.00	16440.00	-	0.347
	NON-UAE	87.00	4.5	1	232.97	20268.00			
Feedback	UAE	387.00	3.75	1.25	235.95	91313.00	16235.00	-	0.521
	NON-UAE	87.00	4	1	244.39	21262.00			
Rewards	UAE	387.00	4.3	1	241.91	93620.00	15127.00	-	1.495
	NON-UAE	87.00	4.3	1	217.87	18955.00			
Ideal L2 self	UAE	387.00	3	1.5	228.56	88454.50	13376.50	-	3.017
	NON-UAE	87.00	3.5	2	277.25	24120.50			

This section presented statistical data analysis and interpretations about students' perceptions regarding the importance of certain MSs. The next section will present a comparison of students and teachers' perceptions about the importance of those MSs.

4.2.3.3 Comparison of Students and Teachers' Perceptions on Importance of Motivational Strategies

This section presents inferential statistical analysis and interpretation of both students and teachers' perceptions about the importance of certain MSs. The section answers the fourth question of the study which is:

What are the discrepancies in views about the importance of certain teaching motivational strategies between students and instructors?

Data in the table below presents the results of a statistical analysis (Mann-Whitney test) comparing the perceptions of students and teachers regarding the importance of MSs across different scales.

Table 55: Statistical differences in students and teachers' perceptions on the importance of motivational strategies ((Mann-Whitney test)

Scales	Groups	N	Median Score	Inter-Quartile Range	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. (2-tailed)
Teacher behaviour	Students	474.00	4.6	1	244.24	115768.50	3193.50	2.484-	0.013
	Teachers	20.00	4.9	0.8	324.83	6496.50			
Classroom atmosphere	Students	474.00	5	1	246.96	117059.00	4484.00	0.435-	0.663
	Teachers	20.00	5	1.75	260.30	5206.00			

Learner group	Students	474.00	4.5	1.5	253.34	120083.00	1972.00	4.471-	0.000
	Teachers	20.00	3.5	1.5	109.10	2182.00			
L2 related values	Students	474.00	3.5	2	242.20	114805.00	2230.00	4.037-	0.000
	Teachers	20.00	5	1	373.00	7460.00			
Teaching materials	Students	474.00	4.5	1.5	251.86	119380.50	2674.50	3.334-	0.001
	Teachers	20.00	3	1.88	144.23	2884.50			
Goals	Students	474.00	4	2	247.03	117090.00	4515.00	0.362-	0.717
	Teachers	20.00	4	1	258.75	5175.00			
Presenting tasks in a motivating way	Students	474.00	5	1.5	252.57	119718.00	2337.00	3.893-	0.00
	Teachers	20.00	4	1.75	127.35	2547.00			
Learner confidence	Students	474.00	4.6	1.33	248.82	117938.50	4116.50	1.007-	0.314
	Teachers	20.00	4.5	1.5	216.33	4326.50			
Learner autonomy	Students	474.00	4.5	1	254.79	120772.00	1283.00	5.607-	0.00
	Teachers	20.00	3	1.88	74.65	1493.00			
Feedback	Students	474.00	3.75	1.25	246.00	116604.50	4029.50	1.141-	0.254
	Teachers	20.00	4	0.75	283.02	5660.50			
Rewards	Students	474.00	4.3	1	250.01	118506.00	3549.00	1.924-	0.054
	Teachers	20.00	3.6	1.58	187.95	3759.00			
Ideal L2 self	Students	474.00	3	2	247.82	117465.50	4589.50	0.242-	0.808
	Teachers	20.00	3	1	239.98	4799.50			

The table above consists of several sections. Each section corresponds to a specific scale or aspect of MSs, such as teacher behaviour, classroom atmosphere, learner group, L2-related values, teaching materials, goals, presenting tasks in a motivating way, learner confidence, learner autonomy, feedback, rewards, and ideal L2 self. Here is an interpretation of the statistical differences:

1. Teacher behavior: The students and teachers differ significantly in their perceptions of the importance of teacher behavior ($p = 0.013$). The teachers generally rate the importance of this strategy higher than the students.
2. Classroom atmosphere: There is no significant difference between students and teachers in their perceptions of the importance of classroom atmosphere ($p = 0.663$). Both groups have similar ratings.
3. Learner group: The students and teachers significantly differ in their perceptions of the importance of learner group ($p = 0.000$). Students rate it higher than teachers.
4. L2-related values: There is a significant difference between students and teachers in their perceptions of the importance of L2-related values ($p = 0.000$). Students rate it lower than teachers.

5. Teaching materials: Students and teachers differ significantly in their perceptions of the importance of teaching materials ($p = 0.001$). Teachers rate it lower than students.
6. Goals: There is no significant difference between students and teachers in their perceptions of the importance of goals ($p = 0.717$). Both groups have similar ratings.
7. Presenting tasks in a motivating way: There is a significant difference between students and teachers in their perceptions of the importance of presenting tasks in a motivating way ($p = 0.00$). Students rate it higher than teachers.
8. Learner confidence: There is no significant difference between students and teachers in their perceptions of the importance of learner confidence ($p = 0.314$). Both groups have similar ratings.
9. Learner autonomy: Students and teachers differ significantly in their perceptions of the importance of learner autonomy ($p = 0.00$). Students rate it higher than teachers.
10. Feedback: There is no significant difference between students and teachers in their perceptions of the importance of feedback ($p = 0.254$). Both groups have similar ratings.
11. Rewards: The difference between students and teachers in their perceptions of the importance of rewards is marginally significant ($p = 0.054$). Students rate it higher than teachers.
12. Ideal L2 self: There is no significant difference between students and teachers in their perceptions of the importance of the ideal L2 self ($p = 0.808$). Both groups have similar ratings.

Overall, the results indicate that students and teachers have some differences in their perceptions of the importance of MSs, particularly in areas such as teacher behaviour, learner group, L2-related values, teaching materials, presenting tasks in a motivating way, and learner autonomy. However, there are no significant differences in other areas like classroom atmosphere, goals, learner confidence, feedback, rewards, and ideal L2 self.

This section presented statistical analysis and interpretation for the students and teachers perceptions regarding the importance of certain MSs which can be implemented by the

EFL teachers to boost their students motivation for learning English. The next section will present the qualitative data analysis and finding of the study.

4.3 Qualitative Data Analysis

This section presents the qualitative analysis of the study. As mentioned in chapter three, semi-structured interviews were implemented to gather data for this part. The results provide answers for the four research questions stated in chapter one. The section consists of two main parts. The first part provides analysis of the themes which were targeted in the interviews regarding students' perceptions about their level of motivation in learning English and their motivational factors for studying English. It will also include analysis of students' perceptions about the MSs used by their teachers to motivate students and the importance of certain motivational strategies which constitute part of this research. The second part analyses the teachers' perceptions about the MSs which they implement to motivate their students and the importance of certain MSs which constitute part of this research.

4.3.1 Analysis of Data about Students' L2 Motivational Factors

This section presents the analysis and discussion of the motivational factors which motivate students to learn English. It provides answers for the first research question of the study which is: *What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?*

The interviews were transcribed, and quotes from the participants were presented to find the answers for this question. (See appendix six for students' interview transcripts). The interview questions were addressed to find out the students' perceptions regarding their motivational factors for learning English. Table 56 below shows the major themes and sub-themes.

Table 56: Student participant themes relevant to students' level of motivation and L2 motivational factors

Motivational Factors	
Instrumental motivation- Gardner and His Colleagues' Theory of L2 Motivation	Career
	Future job
	Academic study
	Travelling
Integrative motivation- Gardner and His Colleagues' Theory of L2 Motivation	Socializing with non-native speakers of Arabic
Self-confidence- Dörnyei's (2005) Motivational Self System (MSS)	Be as others who are competent in English

Looking at the data from interviews with student participants (see appendix six for students' interview transcripts), it is observed that the participants have high motivation to learn English. Besides, students want to learn or improve their English level for mainly instrumental reasons such as getting higher in their career hierarchy, their future jobs, and for academic study. Besides, integrative motivation is another factor for socializing with non-native speakers of Arabic in their everyday lives. However, the latter factor was not mentioned by all participants. One more factor is to be as others who are competent in English (see Dörnyei (2005)). This idea of self-confidence was mentioned by two participants. Below are quotes from participants regarding their motivation level and their motivational factors for learning English.

Participant 1 Quote: *I am highly motivated in learning English. What motivates me to study English is basically my work. To get promoted at my work, my level of English must be high. Besides, I need English in my academic study and when travelling.*

Participant 2 Quote: *I like studying English a lot. I am so motivated in the English classes. I feel more motivated when I see my peers in the class with high confidence in English. I want to be at the same level as them. I know that my major courses will be in English, so that motivates me to improve my English skills because learning major courses in English will require less time and effort if my English level is high. In the future, if I want to get a job, I will need strong English communication skills. Interacting with foreigners also requires good communication skills. I need to understand texts written in English like prescriptions and received emails.*

Participant 3 Quote: *I feel motivated to learn English. I like to learn new vocabulary items. I want to learn English because I need it when travelling, future job, and interacting with non-native speakers of Arabic.*

Participant 4 Quote: *In general, I feel highly motivated to learn English.....Currently where we go anywhere, one must be able to know English. This language has a big demand everywhere, in jobs, our personal life, almost all people who we interact with don't speak Arabic, so we are forced to speak English with them.*

Participant 5 Quote: *I have a good motivation to study English because it is the language of this age. If one does not have good English communication skills, he would feel that he is lost. I see my friends and children speaking English, and this motivates me to learn it.*

Participant 6 Quote: *I have a strong motivation to learn English. My level in English is intermediate. I wish to be in the upper intermediate level. My need to the English language motivates me when I want to interact with foreigners. When I go shopping or at work, I need English. I don't need English a lot when I travel because there are some of my family members who speak English very well.*

This section presented analysis of findings about students' perceptions regarding their motivational factors for learning English. The next section will analyse and discuss the perceptions of students regarding the currently used MSs by their EFL teachers. It will also discuss the importance of certain MSs which can be used by their English teachers to boost their motivation to learn English.

4.3.2 Analysis of Data about Students' Perceptions of Teachers' Motivational Strategies

The section presents an analysis of data gathered from the student participants' interviews about their perceptions of the currently used MSs by their EFL teachers. It also analyses their perceptions about the importance of many MSs which exist in the literature of L2 learning motivation (Dörnyei 2001a). The findings of this section answer the second research question in the study which is: *What are the teaching motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?*

As mentioned before, content analysis was conducted to view the perceptions of participants. The interview questions targeted two major themes. Those are: 1. *The effectiveness of the currently used MSs by their EFL teachers*, and 2. *The importance of certain teaching M which exist in the literature of L2 learning motivation*. From the latter

theme, 11 sub-themes were targeted in the interview questions. Table 57 below shows those themes.

Table 57: Student participant themes relevant to the motivational strategies

Effectiveness of the currently used MSs by EFL teachers		
Importance of Certain Motivational Strategies	Creating attractive Ideal L2 self	Encouraging students to imagine themselves using English in the future at work, their study and when travelling abroad
		Inviting successful role models to class
	Promoting L2 related values	Increasing the amount of English used in the classroom
		Reminding students of the benefits of mastering English
	Teacher behaviour	Be enthusiastic when teaching English
		Informing students about the reasons for the teacher's interest in English
		Showing students that the teacher cares about their progress
		Showing the teacher's aptitude for answering students' academic questions
	Goals	Encouraging students to set their learning goals
		Stating the objectives of each lecture
	Promoting learner autonomy	Allowing students to assess themselves
		Offering students options about the assessment methods
	Presenting tasks in a motivating way	Clarifying the objectives of tasks
		Showing students how to answer tasks
	Creating a pleasant classroom atmosphere	
	Promoting learner confidence	Teachers make their best to reduce students' anxiety of English
		Informing students about their strengths and abilities
	Learner group	Offering group work

		activities
		Involving in-class group work as one of the assessment tools
	Feedback	Giving students positive feedback
		Appreciating students' progress,
		Providing face-to face feedback to students about their progress
		Monitoring students' progress
	Recognizing students' efforts	Being generous in giving rewards to motivate students
		Reward students for participating in activities
		Making sure grades reflect students' effort and hard work

Regarding the first major theme which is *the effectiveness of the currently used MSs* by EFL teachers, data from the student participants' interviews reveal the following:

1. Some participants are not satisfied with the current teaching strategies their teachers use in the EFL classrooms. They mentioned that the strategies which were used by their EFL were not motivating. Below are their quotes.

Participant 1 quote: *Our English teacher gave us a list of vocabulary items then a task was given to fill in the blanks the missing words. That strategy was not very motivating. We learned new vocabulary items but as a strategy it was not motivating.*

Participant 4 quote: *I have never entered any English classes and seen interesting teaching strategies.*

2. One participant mentioned that he did not remember exactly what strategies their EFL learners used in the EFL class to motivate them. However, he referred to a technique used in teaching a certain aspect of the language and that technique motivated him. Below is his quote.

Participant 5 quote: *I don't remember exactly about the motivational strategies the teachers used in the classrooms, but what I remember is that the teacher was relating the vocabulary items to real life things which was something good in providing me with motivation.*

3. Another participant mentioned again that she did not remember exactly the teaching strategies which were used by her EFL teacher, but she referred to the teaching techniques the teachers used with them to learn new vocabulary items, and this is what motivated her. Below is her quote.

Participant 6 quote: *I don't exactly remember about the teaching strategies the teachers used in the classrooms. However, some teachers told us to make a list of vocabulary items and put them into sentences. The teachers also wrote statements and required us to memorize them to use in familiar situations. Underlining some key words and statements and advising us to refer to them frequently were strategies strategy I utilized, and they helped me a lot to improve my English skills. I tried to motivate myself to learn more according to the motivational strategies the teachers used.*

4. Another participant said that oral presentations and group work activities were the most effective strategies that her EFL teacher used to motivate her to learn English. Below is her quote.

Participant 2 quote: *The teachers let us do many oral presentations. I feel that doing oral presentations motivates me a lot for learning English. Besides, teachers arranged group activities, and the teacher herself arranged the groups. I like group activities and I feel they motivate me to learn English.*

5. Another participant was reserved in expressing his opinion openly about the effectiveness of the strategies used by his EFL teacher. However, he mentioned that the techniques used by his EFL teacher helped him memorize new vocabulary items. Below is his quote.

Participant 3 quote: *About the teaching strategies our English teacher used in the class are reading passages, and vocabulary items to be used in our everyday life. The words were easily memoizable. He let us work in groups to do the tasks.*

The analysis of the above data reveal that the currently teaching strategies in the setting of the study are not very effective in motivating students to learn English.

The second major theme which was sought from the analysis of the data gathered from participants' interviews concerns the importance of certain L2 MSs. There are 11 sub-themes which were found out from the data. All these themes exist in Dörnyei (2001a).

The first sub-theme is *creating attractive ideal L2 self*. This theme includes two strategies, and the participants were asked about their importance. The first Ms is *encouraging students to imagine themselves using English in the future whether at work, their study or when travelling abroad*. And the second strategy is *inviting successful role models to the EFL class to talk to students about their successful experiences in mastering English*.

There is a discrepancy in the views about these two MSs. The first participant believes that both strategies are important because making students imagine themselves speaking English in the future will motivate them to improve their English. Besides, he believes that inviting a role model is also important to motivate other students and to change the atmosphere of the class. Below is his quote.

Participant 1 quote: *It is important that the teacher promotes L2 related self. Making students imagine themselves speaking English in the future motivates students to learn English. Inviting successful role models to the class is an important motivational strategy because students will learn from the experience of others. That role model would probably talk about the barriers he/she encountered and how he/she succeeded in overcoming them. Also using this strategy would help change the atmosphere of the class.*

On the other hand, the second participant believes that there is no point of making students imagine themselves speaking English in the future because a college student must know the importance of mastering English. However, she believes that inviting a role model to the class is a good Ms. Below is here quote.

Participant 2 quote: *It is not important to make students imagine themselves using English. I believe that a college student must know in advance the importance of mastering English. I feel it is motivating to invite a role model in the English class, because that role model would motivate us to learn English based on his or her successful experiences in*

improving his/her English skills. This is especially, important if that role model was not a very high achiever before improving his or her English skills. That would motivate us a lot to learn English.

Similarly, the third participant agrees with the point of view of the second participant which states that there is no need to make students imagine themselves using English in the future. He considers it as an issue which belongs to the students themselves. Moreover, he disagrees with the idea of inviting a role model to the class. Below is his quote.

Participant 3 quote: *The issue of making students imagine themselves using English in the future depends on the students themselves. I think that there is no need from the side of the teacher to encourage students to imagine themselves using English in the future because at the end of day it is the students' future, and they must know better about their self-benefits. I don't think that inviting a role model to the class would be a good strategy because I believe that there are many students who think that they won't be better than the role model. Maybe it is better to let one role model from inside the class to talk about his successful experience.*

The fourth participant agrees with idea of making students imagine themselves using English in the future. She looks at things from a merely instrumental point of view. She mentions that if one wants to get a career in the future, he will learn words that are relevant to that career. Besides, she considers that inviting a role model to the class is not a very important MS. Below is her quote.

Participant 4 quote: *It is important that the teacher encourages students to imagine themselves using English in the future because if students want to have a career in the future, that will motivate them to learn words that are relevant to their majors. I feel that inviting a role model to the class is something good, but the experience of the role model is different from my personal experience. Hence, I feel I won't make use of the experience of that role model. Another reason is that the life situations which encountered that role model are different from the situations which I may encounter in the future. Therefore, I consider this strategy is not important for motivating students to learn the language. Maybe it will help some other students, but for me it won't.*

The fifth participant states that it is important to make students imagine themselves speaking English in the future, but it must not be overdone because students would get

bored of it. He also agrees that inviting a role model to the class is an important MS. Below is his quote.

Participant 5 quote: *It is important that the teacher makes students imagine themselves speaking English in the future, but that strategy should not be overdone because students would get bored of that. It is good to invite role models to speak in front of other students about their successful experiences in English language learning because this strategy will be motivating to other students. It will show students that low-level English achievers could overcome the difficulties which encountered them.*

The sixth participant agrees that making students imagine themselves using English in the future is an important MS because as said, it is something ‘comprehensive’ . Besides she supports the idea of inviting a successful role to the class to speak about his experience in mastering English. Below is her quote.

Participant 6 quote: *It is important that the teacher encourages students to imagine themselves using English in the future because it is something comprehensive i.e., this is what the language learner needs to create an ideal self in the future. Inviting role models to the class is good. It is good to hear from others about their successful experiences.*

The analysis of the data regarding creating attractive ideal L2-self shows that there is a difference in views of the participants regarding the importance of making students imagine themselves speaking English in the future and inviting successful role model to the class.

The second sub-theme which appeared from reviewing the student participants’ interview data is *promoting L2 related values*. This MS includes two sub-strategies. Those are *increasing the amount of English used in the classroom* and *reminding students of the benefits of mastering English*. The first participant states that increasing the amount of English used in classrooms is important, but the teacher needs to resort to Arabic sometimes. Similarly, he states that it is important to keep reminding students about the benefits of mastering English to motivate them. Below is his quote.

Participant 1 quote: *Increasing the amount of English used in the class is important but still the teacher needs to resort to Arabic to make things clear to those students whose English level is not high. Reminding students of the benefits of mastering English is an important motivational strategy. This will motivate students to learn the language.*

The second participant disagrees with the first one in her view of reminding students of the benefits of mastering English. However, she agrees with him by stating that increasing the amount of English used in the class is important but again the teacher must switch to Arabic to explain certain concepts; otherwise, she will be demotivated. Below is her quote.

Participant 2 quote: *There is no point of reminding students of the benefits of mastering English because we are college students, and we must know those benefits. It is important that the teacher increases the amount of English used in the class; however, there are sometimes points which need to be made clear in Arabic. There are unfamiliar words which need to be explained by the teacher in Arabic. If the teacher keeps talking in English for the whole lecture, that will demotivate me.*

Again, the third participant agrees with the previous two in his view of increasing the amount of English in the class. Similarly, he states that it is preferable to switch to Arabic to explain certain concepts. He also mentions that it is important to remind students of the benefits of mastering English, but this must not be done frequently. Below is his quote.

Participant 3 quote: *It is important to increase the amount of English used in the classrooms because the teacher is a role model of the students; however, it is preferable to resort to Arabic to explain concepts and information which are incomprehensible. Then the teacher must switch to English immediately. It is important to remind students of the benefits of mastering English to a certain and not big extent because if the teacher keeps talking about the benefits of mastering English, students will get bored of that.*

The fourth participant states that it is important to increase the amount of English in the classroom; however, she mentions that the teacher sometimes needs to switch to Arabic. However, she believes that there is no to remind students about the benefits of mastering English because she knows those benefits. Below is her quote.

Participant 4 quote: *Promoting L2 related values is a very important strategy because this will motivate students to learn the language. I remember when I was a school student; one English teacher did not allow anyone to talk in Arabic. This strategy made us learn many new things. One student said a word which we did not know then when I knew the meaning of that word, I added it to my lexicon. However, the teacher must resort to Arabic sometimes because eventually we are Arabs. I don't think that reminding students of the benefits of mastering English is an important strategy because I know the benefits of English, but for others it may be an important strategy to boost or sustain their motivation.*

The fifth participant again states that it is important to increase the amount of English used in the classroom, but the teacher needs sometimes to resort to Arabic. Regarding reminding

students of the benefits of mastering English, again this must not be overdone in order not to make students get bored. Below is his quote.

Participant 5 quote: *It is good to increase the amount of English used in classrooms, but not to a big extent because learners need explanation in their mother language (Arabic). Reminding students of the benefits of mastering English is an important strategy, but again it should not be overdone; otherwise, students would get bored.*

The six participant states that increasing the amount of English should be done gradually. Besides, she considers that reminding students of the benefits of mastering English is important. Below is her quote.

Participant 6 quote: *It is preferable to switch to Arabic sometimes because low achievers can understand things. Increasing the amount of English should be done gradually. It is important to keep reminding students of the benefits of mastering English because this will motivate learners and make them aware of the needs of mastering it.*

The analysis of the above data shows that all participants agree on increasing the amount of English in the classrooms but resorting to Arabic is a must. However, about reminding students of benefits of mastering English, two participants agree with the strategy, two participants disagree, and two state that it is important, but it should not be overdone.

The data analysis looked for the importance of *teacher behaviour*. Four sub-themes were aimed at in the interview questions. The first one is *teacher's enthusiasm when teaching*; the second is *informing students about the reasons of the teacher's interest in English*; the third is *showing students that he cares about their progress*, and the last one is that the *teacher shows students his aptitude for answering their academic questions*.

By analysing the data for the first one of these which is the teacher's enthusiasm, it was observed that almost all participants consider that this strategy is important. However, there is one participant who has a different point of view. The first participant states that this is an important strategy. Below is his quote.

Participant 1 quote: *Showing enthusiasm when teaching is important to raise students' spirits.*

The second participant spoke in general about the teacher's behaviour. She said the following:

Participant 2 quote: *Teacher's behaviour is so important as a motivational activity. The teacher is responsible for making students hate or love the subject. If I love the subject, I will be motivated to learn in.*

On the contrary, the third participant devalued the importance of showing enthusiasm to the students. Below is his quote.

Participant 3 quote: *It is not important that the teacher be enthusiastic when teaching English because I believe that would not change the students' attitudes towards English in general.*

The fourth participant stressed the importance of showing enthusiasm when teaching. Below is her quote.

Participant 4 quote: *If the teacher is enthusiastic when teaching, he/she will make us enthusiastic too. Seeing an enthusiastic teacher inside the class is different from seeing a drowsy one.*

The fifth participant did not elaborate this point. However, he spoke about the importance of teacher behaviour in general. Below is his quote.

Participant 5 quote: *It is important that the teacher has a good behaviour.*

The sixth participant also stressed the importance of teacher's enthusiasm. Below is her quote.

Participant 6 quote: *Teacher behaviour is the most important strategy. A student looks for a teacher who has a good behaviour; a teacher who is enthusiastic,..*

As observed from the above analysis, only one participant devalued the importance of showing enthusiasm when teaching. This indicates that showing enthusiasm to students when teaching is a very important MS to motivate students to learn.

The second sub-theme which is relevant to the teacher behaviour is informing students about the reasons of the teacher's interest in English. It was observed that participants have different views in this regard. The first participant considers this strategy as not important. Below is his quote.

Participant 1 quote: *Showing students the teacher's interest in English is not very important. It is important that the teacher tells students the benefits of mastering English.*

The second participant did not mention anything about this point, and she spoke about the importance of teacher behaviour in general. The third participant said that this strategy is not important. Below is her quote.

Participant 3 quote: *It is not very important for the teacher to tell his/her students about the reasons for his/her interest in English because that again would not change points of views of students regarding English.*

The fourth participant also devalued the importance of this strategy. Her quote is below.

Participant 4 quote: *It is beautiful that the teacher shares with us his/her interests in the English language, but I don't think that this is an important motivational strategy.*

The fifth and sixth participants mentioned nothing about the importance of this point and spoke about the importance of teacher's behaviour in general.

Looking at the analysis of the above data, informing students about the teachers' interest in English is not a very important motivational strategy.

The third sub-theme which is relevant to the teacher behaviour is showing students that the teacher cares about their progress. Again, there are discrepancies in the views of

participants regarding this strategy. The first participant considers that it is not an important motivational strategy. Below is his quote.

Participant 1 quote: *It is not important that the teacher shows students that he cares about their progress because this might have a negative effect on students. This might make students depend more on the teacher. If the teacher keeps on reminding students of their exam dates and assignment submission deadlines, students will get used to that. This would result in less self-independence from students. Self-independence is an important quality students must develop.*

The second participant mentioned nothing about this point, and she spoke about the importance of teacher behaviour in general. The third participant mentioned that this is an important strategy. Below is his quote.

Participant 3 quote: *It is important for the teacher to inform students about their progress because that will motivate them to study more.*

The fourth participant stressed the importance of this strategy. Her quote is below.

Participant 4 quote: *It is important that the teacher shows his students that he cares about their progress in language learning because when I see the teacher cares about my progress, I will try to work harder and learn more.*

The fifth participant values the importance of informing students about their progress. His quote is below.

Participant 5 quote: *Caring about students', monitoring their progress,..... are all qualities students expect from their teachers.*

The sixth participant stressed the importance of showing students that the teacher cares about their progress. Her quote is below.

Participant 6 quote: *A student looks for a well-behaved teacher who is enthusiastic, caring, good listener to students, and caring about their progress.*

The fourth sub-theme which is relevant to the teacher behaviour is showing students the aptitude for answering their academic questions. The first participant mentioned that this is

an important motivational strategy although students usually do not ask questions even if the teachers tell them to raise any questions. He mentioned a very interesting point about instigating questions from students. His quote is below.

Participant 1 quote: *It is important that the teacher shows students that he is willing to answer their academic questions. This motivates students; however, we, the students, don't usually ask questions after the teacher tells us if anybody has any questions. I don't know if there are any other ways to make students ask questions. Maybe if the teacher talks about an interesting topic, then let students talk about it. Only after that he can probably instigate some questions from them.*

The second participant mentioned nothing about this strategy, and she only referred to the importance of the teacher behaviour in general. Similarly, the fourth, fifth, and sixth participants did not mention anything about this strategy. The third participant stressed the importance of informing students about the teacher's willingness to answer their academic questions. His quote is below.

Participant 3 quote: *It is important that the teacher informs his students that he can answer all their academic questions so that students can know their mistakes and improve their skills.*

The above analysis shows that only two participants provided their feedback regarding the importance of this strategy i.e., showing students the aptitude for answering their academic questions.

Another major theme which was explored in this study is the importance of goals as a Ms. Two sub-themes were targeted in the interview questions. Those are :1. encouraging students to set their learning goals and 2. stating the objectives of each lecture. Reviewing the data from the participant interviews shows once again that there are several similarities in the participants' views. The first participants states that it is an important Ms. Below is his quote.

Participant 1 quote: *Promoting students to set their learning goals is an important motivational strategy because if you encourage them to achieve a certain goal; for instance, to get a score of 6 or 7 in the IELTS test or to improve their English accent, that*

is something motivating. Teachers must tell students that their goal is to achieve a learning goal and not only to get the academic degree.

On the contrary, the second participant has a different view in this regard. She considers that talking about learning goals is not as important as talking about future goals. Below is her quote.

Participant 2 quote: *I don't think that talking about learning goals is an important motivational strategy. However, talking about future goals is important to motivate students to learn.*

The third participant has a viewpoint similar to that of the first participant. He considers that encouraging students to set their learning goals is an important MS. His quote is below.

Participant 3 quote: *It is important that teachers encourage students to set their learning goals so that students would be more motivated to achieve those goals.*

The fourth participant considers that it is important for students to be encouraged to set their learning goals. Her quote is below.

Participant 4 quote: *It is important to encourage students to set their learning goals. Because if everyone knows why he is learning the language, this will give stimulus to the learner to work on achieving his goals. If my goal of learning the language is to go to study abroad, then I will work harder to improve my language skills.*

The fifth participant states that it is important to encourage students to set their learning goals while the sixth participant mentioned nothing about this point. Below is quote of the fifth participant.

Participant 5 quote: *It is important that the teacher encourages students to set their learning goals.*

The analysis of the participants' perceptions regarding encouraging students to set their learning goals shows that most of them agree on the importance of this Ms.

The second sub-theme which is relevant to the issue of goals is stating the objectives of a lecture. Again, we can see differences in the participants' views. This first participant considers it an important MS. His quote is below.

Participant 1 quote: *Stating the objectives of the lecture is an important motivational strategy. This is because maybe there are lectures which are heavy with learning material (for example 20 or 30 slides). Hence, when you state two or three objectives in the beginning of the class, the students would be able to relate the information to those objectives. However, a few students would be able to do that.*

The second participant did not comment on this point; whereas the third participant believes that it is important to mention the objectives of the lecture. On the contrary the fourth participant believes that it is important to state the objectives of the lecture. Below are the quotes of participants three and four respectively.

Participant 3 quote: *It is important that the teacher states the objectives of the class because when students know what they are going to learn today in the lecture that would make them have a good idea about the learning outcomes.*

Participant 4 quote: *I don't think that stating the objectives of the lecture is an important motivational strategy.*

The fifth participant considers that it is important to state the objectives of the lecture to help students set their mind frames while the sixth participant did not comment on this point. Below is the quote of the fifth participant.

Participant 5 quote: *It is also important that the teacher mentions the objectives of the lecture so that students can set their mind frames.*

Another MS which was explored in the interview questions is *promoting learner autonomy*. Within this theme there are two sub-themes which were explored. Those are 1: *allowing students to assess themselves* and 2. *offering students options about the assessment methods*. We notice that there are again discrepancies in the views of the participants. The first participant believes that allowing students to assess themselves is not an important MS. His quote is below.

Participant 1 quote: *Allowing students to assess themselves is not an important motivational strategy because I feel that the assessor must have one criterion for assessing all students.*

The second participant mentioned that promoting learner autonomy is not an important motivational strategy; however, she did not comment on the points of allowing students to assess themselves and offering options about the assessment methods. Below is her quote.

Participant 2 quote: *I don't think that promoting learners' autonomy is an important motivational strategy because learners need help from others in doing an assignment or explaining material in PowerPoint slides.*

The third participant thinks that promoting learner autonomy is not an important Ms. Besides he disapproves the idea of allowing students to assess themselves. His quote is below.

Participant 3 quote: *I don't think that promoting learner autonomy is an important motivational strategy because I feel that the assessment questions should be given from the teacher himself.*

The fourth participant supports the idea of learner autonomy; however, she mentions that she needs help from the instructor for checking her mistakes! Below is her quote.

Participant 4 quote: *Learner autonomy is an important motivational strategy because I will discover my mistakes then I will go and discuss those mistakes with my teacher.*

Both the fifth and sixth participants implied their disapproval for the idea of learner autonomy. Their quotes are below respectively.

Participant 5 quote: *Promoting learner autonomy can be applied to some students but it cannot be applied to others.*

Participant 6 quote: *I feel promoting learner autonomy is good, but it should not be overdone because students' need help from their teachers.*

The second sub-theme which is relevant to learner autonomy is *offering students options about the assessment methods*. Correspondingly, participants have different perceptions about this Ms. The first participant believes that it is not an important Ms. Below is his quote.

Participant 1 quote: *Students usually choose the easiest routes with the least effort to pass the courses..... Offering students options about the assessment tools is not an important motivational strategy. It is better that the college faculty members specify the assessment tools because they know better which assessment tools the best are to achieve the learning outcomes.*

The second participant did not comment on that point whereas the third participant believes that it is an important strategy. Below is his quote.

Participant 3 quote: *Offering options about the assessment methods to the students is an important motivational strategy because students will exert more effort in the assessments to get higher grades.*

The fourth participant believes that offering students options about the assessment methods is an important Ms. Below is her quote.

Participant 4 quote: *Offering students options about the assessment methods is an important motivational strategy because students will feel that they are not restricted to one assessment method. One student prefers to do a group work assessment, another prefers to do an exam, etc. So, this gives more freedom to the students, and they will be more motivated in the learning process.*

The fifth participant did not comment on this strategy while the sixth participant indicated that it is an important motivational strategy. Below is her quote.

Participant 6 quote: *Offering options about the assessment tools is something good because students will feel comfortable and relaxed. Students will not be restricted to the assessment tools.*

Another explored theme in the interviews is *presenting tasks in a motivating way*. There are two sub-themes under its umbrella in this research. This first one is *clarifying the objectives of tasks* and the second is *showing students how to answer tasks*. Responses from the participants show almost similar opinions. The first participant believes that presenting tasks in a motivating way is an important MS. Below is his quote.

Participant 1 quote: *Presenting tasks in a motivating way is an important motivational strategy. The most important motivational strategy is to clarify to students what material is the most important for the exam!*

The second participant agrees with the first one. She believes that presenting tasks in a motivating way is an important MS. Below is her quote.

Participant 2 quote: *Yes, it is very important to present tasks in a motivating way. This is especially true to focus more with the instructor, and if the instructor tells us that the activity can be done by all of us.*

The third participant also believes that presenting tasks in a motivating way is an important MS. His quote is below.

Participant 3 quote: *Presenting tasks in a motivating way is an important motivational activity because that will make students know how to do the tasks more easily.*

The fourth participant has a different point of view as far as clarifying the objectives of tasks is concerned. Clarifying the objectives of tasks is a sub-theme which is relevant to presenting tasks in a motivating way. However, the participant believes that clarifying the objectives of task is not an important MS. Below is her quote.

Participant 4 quote: *Clarifying the objectives of tasks is not an important motivational strategy because the teacher is speaking in general about the task, and this has nothing to do with motivation.*

The fifth and sixth participants believe that presenting tasks in a motivating way is an important MS. Below are their quotes respectively.

Participant 5 quote: *Presenting tasks in a motivating way is important for motivating students so that students can do tasks with confidence and relaxation*

Participant 6 quote: *Presenting tasks in a motivating way is something so important because telling students about the objectives of tasks will make students overcome the difficulties; hence, that would result in more motivation.*

Looking at the data above shows that all participants, except one, agree that the idea of presenting tasks in a motivating way is an important MS.

All participants except one (participant 4) believe that showing students how to answer tasks is an important MS. Analysing the data quotes below points out that showing students how to answer tasks is an important MS. Below are the participants' quotes about this strategy.

Participant 1 quote: *Clarifying to students how to answer tasks is an important motivational strategy because it makes things easy to students then that would be motivating to students to learn.*

Participant 2 quote: *..... and if the instructor tells us that the activity can be done by all of us*

Participant 3 quote: *because that will make students know how to do the tasks more easily.*

Participant 4 quote: *Showing students how to answer tasks is not an important motivational strategy because knowing how to answer tasks has to do with obtaining good grades but not to providing motivation to learn the language.*

Participant 6 quote: *and telling students how to answer tasks will make students overcome the difficulties; hence, that would result in more motivation.*

Another major theme which was targeted in the interview data is *creating a pleasant classroom atmosphere*. All participants believe that this is an important MS. Below are their quotes.

Participant 1 quote: *Creating a pleasant atmosphere in the class is an important motivational strategy because that would improve the moods of students. It will make students talk more and engage in the class. So, students' speaking skills will be better.*

Participant 2 quote: *It is very important to create a pleasant atmosphere in the class so that everybody will be in a good mood. This will result in providing motivation to learn.*

Participant 3 quote: *Creating a pleasant classroom atmosphere in the class is an important motivational strategy because that will create a good learning environment.*

Participant 4 quote: *Creating a pleasant atmosphere in the class is a very important motivational strategy. It is not good to keep studying during the whole class. It is good from the teacher to have fun sometimes or to socialize with students. This will result in motivating students even to pay more attention to his explanations. If the teacher keeps on explaining and giving activities to the students, they will get tired.*

Participant 5 quote: *Creating a pleasant classroom atmosphere is so important because when the teacher creates a pleasant atmosphere in the class, students will be motivated.*

Participant 6 quote: *Creating a pleasant classroom atmosphere is something fundamental because without a pleasant atmosphere students won't be motivated.*

The interview questions looked for another major theme which is *promoting learner confidence*. It involves two sub-themes. Those are *teachers make their best to reduce students' anxiety of English* and *informing students about their strengths and abilities*. All participants stress the importance of those strategies as far as language learning motivation is concerned. Below are their quotes.

Participant 1 quote: *Promoting students' confidence is a very important motivational strategy because most students struggle with this issue which is self-confidence. Students have a big fear of English. Maybe a student has strengths, but he doesn't know them. Fear is a demotivator. A student might have little amount of English knowledge and he can start with it, but because of fear or lack of self-confidence he withdraws.*

Participant 2 quote: *It is important for the teacher to reduce the anxiety of English and to remind students that committing mistakes is part of the learning process. This would enhance their self-confidence, so students will have more motivation to learn the language.*

Participant 3 quote: *Promoting learners' confidence is an important motivational strategy because when students have high confidence in themselves, they would be more motivated to learn the language.*

Participant 4 quote: *Raising students' confidence is an essential motivational strategy. Reducing students' anxiety of English is very important. It happened that one of my schoolteachers encouraged me to speak without fear when she saw me afraid of speaking. She tried to build my self-confidence by telling me 'Don't fear'. Then I started speaking gradually without any fear.*

Participant 5 quote: *Promoting learner confidence is so important because learners will know their abilities and how they can overcome their weaknesses.*

Participant 6 quote: *Promoting learner confidence is something great because it really motivates students to learn anything. It will help students to overcome any difficulties.*

Learner group is one of the major themes which was aimed at in the interview questions. It includes two sub-themes. Those are 1. *offering group work activities* and 2. *involving in-class group work as one of the assessment tools*. All participants agree that offering group work activities is an important MS. Consensus on the importance of this MS makes it a very important MS. Below are the participants' quotes.

Participant 1 quote: *Offering group activities is a very important motivational strategy activity. Group activities motivate students to learn. We know each other when we do activities in a group.*

Participant 2 quote: *I like group activities and I feel they motivate me to learn English. My reaction in the group activities was very well. It is good to arrange group work activities so that students will be more engaged in the work being done and feel excited if one is working on the activity and the others are trying to understand how things go.*

Participant 3 quote: *Offering group work activities is an important motivational strategy because students will be engaged with each other to do the tasks and that would result in more motivation to learn new concepts.*

Participant 4 quote: *Offering group activities is good in case that my groupmates are also active; otherwise, it is not motivating because I will work alone if my group members are not co-operative.*

Participant 5 quote: *It is very important to do tasks with a group in class because we will help each other, and we will have different ideas.*

Participant 6 quote: *I think group activity is important because it breaks the routine. It creates a motivational atmosphere among students.*

As mentioned before, the second theme which is relevant to the theme of learner group is including in-class group work as one of the assessment tools. Participants have different views regarding its importance as a MS. Below are their quotes.

Participant 1 quote: *Including in-class group work as an assessment tool is a very important motivational strategy because first, it motivates students to work in a group. Second, it pushes us to open the MOODLE and see what is there in the handouts. We start searching information that relates to the question. This experience makes doing exams easier because when we find the information during the in-class group assessment, that information would be fixed in our minds, so it will be easier to remember during exams.*

Participant 4 quote: *Including in-class group work as an assessment tool motivates students to work on the task but it does not provide motivation for learning the language.*

Participant 5 quote: *In-class group assessments are so good because we will work together to do the assessment even if I know I am not a high achiever, other students in the group will be able to do it. So, there is a good chance to get a good grade in this assessment.*

Participant 6 quote: *I don't think in-class group work assessment is an important motivational strategy because it is only good for obtaining grades.*

The last major theme which was extracted from the interview data is recognizing students' efforts. There are three sub-themes relevant to the major one. Those are: 1. *being generous in giving rewards to motivate students*, 2. *rewarding students for participating in activities*, and 3. *making sure grades reflect students' effort and hard work*. The data reveal that all participants consider recognition and appreciation are important MSs. Most of them also state that grades must be given generously, and there are three participants said it clearly that grades must not reflect students' efforts and hard work. Below are the quotes of the participants.

Participant 1 quote: *Recognizing students' effort is important because it motivates students to learn as it boosts their self-confidence. Providing discounts on courses' fees for high achievers is a powerful motivational technique. Making sure that grades reflect students' hard work and effort is not an important motivational strategy. This is because there is a strong chance of making a negative reaction on the teacher and the college. Eventually, we are all human beings, and we might not do well in all aspects of life. There must be a compromise from both parties i.e., the teacher and the student. A teacher must be generous in granting grades to students to motivate them in their learning process.*

Participant 2 quote: *Recognizing students' effort is an important motivational strategy. All people love to be rewarded for the work they do whether it is good or bad. Grades are a very important motivational tool which enhances self-confidence and let the student feel proud of herself.*

Participant 3 quote: *Rewarding students for their achievements in activities whether in behavioral praise or grades is a very important motivational strategy because that would boost their self-confidence, and consequently they will be more motivated to learn.*

Participant 4 quote: *Recognizing students' efforts is a very important motivational strategy because it will reduce anxiety and consequently increases motivation. Behavioural praise is a very motivational strategy because it really motivates learners. Making sure that grades reflect the hard effort of the student is an important motivational strategy because students usually want good grades, then this will push them to study the language.*

Participant 5 quote: *Recognizing students' efforts is so important because students will love the teacher, and then they will be more creative. Grades and rewards must be given generously without taking into consideration the students' hard work and effort.*

Participant 6 quote: *Recognizing student efforts is very important. Grades must be given generously to motivate students. Encouraging students is important but grades must not reflect the students' hard work and effort.*

This section presented the transcripts of student participants' interviews, analysis, and discussion of data about students' L2 motivational factors, and analysis and discussion of data about students' perceptions of teachers' motivational strategies.

The next section will present the transcripts of EFL participants' interviews and analysis and discussion of data regarding the strategies EFL teachers use in their classes and the importance of certain MSs which constitute part of the study.

4.3.3 Analysis of Data about Teachers' Perceptions of Their Motivational Strategies

The section presents an analysis and interpretation of data gathered from the teacher participants' interviews about their perceptions of the currently used MSs (see appendix seven for teachers' interview transcripts). It also analyses their perceptions about the importance of many MSs which exist in the literature of L2 learning motivation (Dörnyei 2001a). The findings of this section answer the third research question in the study which is:

What are the teaching motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?

As mentioned in chapter three, content analysis was used to find the major themes and sub-themes from the interviews. The major themes which were targeted in the qualitative data are the teachers' perceptions about their students' level of motivation, the teachers' currently used MSs, teachers' perceptions about their students' reactions to the implemented MSs and the teachers' perceptions about the importance of implementing certain MSs existing in the literature of L2 learning motivation (Dörnyei 2001a). Table 58 below shows the major themes and sub-themes which were aimed at from the interview questions.

Table 58: Themes from Teachers' Qualitative Data

Teachers' perceptions about their students' level of motivation		
Teachers' perceptions about their currently used MSs		
Teachers' perceptions about their students' reactions to the implemented MSs		
Importance of implementing certain MSs	Creating attractive Ideal L2 self	Encouraging students to imagine themselves using English in the future at work, their study and when travelling abroad
		Inviting successful role models to class
	Promoting L2 related values	Increasing the amount of English used in the classroom
		Reminding students of the benefits of mastering English
	Teacher behaviour	Be enthusiastic when teaching English
		Informing students about the reasons for the teacher's interest in English
		Showing students that the teacher cares about their progress
		Showing the teacher's aptitude for answering students' academic questions
	Goals	Encouraging students to set their learning goals
		Stating the objectives of each lecture
	Promoting learner autonomy	Allowing students to assess themselves
		Offering students options about the assessment methods
	Presenting tasks in a motivating way	Clarifying the objectives of tasks
		Showing students how to answer tasks
	Creating a pleasant classroom atmosphere	
	Promoting learner confidence	Teachers make their best to reduce students' anxiety of English
		Informing students about their strengths and abilities

	Learner group	Offering group work activities
		Involving in-class group work as one of the assessment tools
	Feedback	Giving students positive feedback
		Appreciating students' progress,
		Providing face-to face feedback to students about their progress
		Monitoring students' progress
	Recognizing students' efforts	Being generous in giving rewards to motivate students
		Reward students for participating in activities
		Making sure grades reflect students' effort and hard work

Regarding the first major theme which is about the teachers' perceptions of their students' level of motivation, all participants state that their students' motivation for learning English is average or below average. Below are their quotes.

Participant 1 quote: *My students' motivation is modest. They lack in the passion to do it. Their interest starts to enliven whenever there is any part of the lecture talking about assessment tools, exams, or individual assignment.*

Participant 2 quote: *Most of my students lack motivation to learn English and this is due to many reasons.*

Participant 3 quote: *My students' motivation varies according to their age. In general, it is average.*

Participant 4 quote: *Most of my students seem unmotivated in learning, or their motivation is generally below average.*

Participant 5 quote: *My students' level of English language motivation is average.*

Participant 6 quote: *My students' motivation for learning English is average for the females and less than average for the males.*

Regarding students' motivation level, one participant stated that students usually have high motivation in the first year of study at the college, then it declines in the following years. Below is the participant's quote.

Participant 5 quote: *Students' language learning motivation fluctuates during the years. In the first year, students are usually highly motivated to learn the language. In the second year, their motivation starts declining.*

The second major theme which was targeted in the interview questions is teachers' perceptions about their currently used strategies for motivating their students in the L2 learning process. Many perceptions were recorded such as talking about assessment as a MS. Two participants stated that they resort to talking about assessment tools to motivate students in the learning process because students are assessment oriented. Below are the participants' quotes.

Participant 1 quote: *Their interest starts to enliven whenever there is any part of the lecture talking about assessment tools, exams, or individual assignment. It depends on their aims of learning the language. Most of their aims are exam-bound, and students diligently take care of their exams rather than the second language. In this case, I may use an exam scaffolding to build as much as possible, a linguistic content that will enhance their linguistic outcome through assessments.*

Participant 6 quote: *My students are exam oriented. Talking about assessment tools like exams or assignments is a very important technique I utilize when explaining a bit of the taught material. It immediately attracts their attention to what is being told.*

Another strategy which was mentioned by two participants is using traditional teaching methods. Below are their quotes.

Participant 4 quote: *I make use of the traditional approach of teaching as the students need such a spoon-feeding strategy to come to have interest in learning, as they would think that things are somehow easy to handle.*

Participant 5 quote: *I am a traditional teacher i.e. I heavily rely on textbooks.*

Two participants stated that they use group activities as a MS. Below are their quotes.

Participant 2 quote: *providing them with opportunities for group work*

Participant 6 quote: *I let students work in pairs or groups so that they can help each other in doing class tasks.*

Another MS which was found out in the data is that teachers make students relate what they study to their life experiences and to the media. Below are the quotes of three participants who mentioned this strategy.

Participant 4 quote: *Again, daily experiences take a part in class. This is done by the attempt to make a relation between what is studied and what is done as a part of daily routine.*

Participant 5 quote: *I encourage my students by relating what they study to the media. I tell them that they should listen to the news in the CNN or BBC for example.*

Participant 6 quote: *Relating the taught material to their personal and professional experiences is one of the strategies I use with them.*

Two participants stated that they use instrumental motivation to motivate their students. Below are their quotes.

Participant 1 quote: *Using instrumental motivation, I try to show them how English will help them achieve their instrumental goals such as getting a career, or be a translator, or even for the purpose of reading.*

Participant 3 quote: *I try to engage my students more through conversation and describe to them that learning English is very useful for them at both professional and personal levels, so they will be interested. I describe to them that language learning will open to them new opportunities and make them go higher in the work hierarchy. I try to give them some ambitions, so they can see the value of what they are investing regarding their time, money, and effort.*

Two participants mentioned that one of the strategies they use with their students is building strong relations with them. Below are their quotes.

Participant 2 quote: *developing strong and respectful relations with them*

Participant 6 quote: *The first strategy I use with my students is building rapport with them. I try to memorize each student's name.*

The third major theme emerging from the teacher participants' qualitative data is the teachers' perceptions about the students' reactions of the currently used MSs. Below are their quotes.

Participant one quote: *They respond differently, but I must motivate all of them in every session as I would find myself teaching only one section of the class if I did not find a way.*

Participant two quote: *With such teaching strategies, students will be more engaged, more interactive, more responsible, and more willing to learn the language.*

Participant 3 quote: *Students' reactions are usually related to their age. If they are older than forty, they might be a bit in the average. Those who are in the thirties are usually more motivated because they can see they have more opportunities. Students who are in their twenties, their motivation is less than average. I would say that 30% approximately are motivated and the rest is average or below average.*

Participant 4 quote: *Students do not react in the same way, but gradual positive reactions accompany either of the various strategies of teaching in dependence upon how students have felt, positively or negatively, of what they achieved in the class.*

Participant 5 quote: *My students usually react positively with these teaching strategies.*

Participant 6 quote: *They come tired; therefore, their engagement in the class explanations and discussions is not that much. However, I do my best to let them do it.*

The fourth major theme which was aimed at in the interview questions is about the importance of certain MSs existing in the literature of L2 motivation (Dörnyei 2001a). This theme consists of eleven sub-themes and each sub-theme consists of other themes. The first sub-theme is about participants' perceptions of the importance of creating attractive Ideal

L2 self in the class. It discusses the importance of making students imagine themselves in the class and inviting role models to the class to talk about their successful experiences in learning English. Teacher participants have almost consistent views in this regard. All of them stress the importance of this strategy except one who has a different view. Participant one considers that creating attractive Ideal L2 self in the class is important. He implicitly states that it is important to make students imagine themselves using English in the future; however, he mentioned nothing about the importance of inviting a role model to the class. This is probably because he has never done this before. His quote is below:

Participant 1 quote: *I think the sense of L2 self and ought-to L2 self should be acted in any English language-teaching classrooms. So, creating attractive Ideal L2 self is helpful to activate students. This is done perhaps through by-side discussions of the values that may be gotten through learning a second language like English: ability to communicate with the modern world.*

The second participant again considers that creating Ideal L2 self in the class is an important strategy. Her quote is below.

Participant 2 quote: *Creating attractive Ideal L2 self is an important strategy. It is important to encourage students to imagine themselves using English in the future at work, their study and when travelling abroad because this strategy motivates students to learn the language. However, I don't do that frequently. Inviting a successful role model to class is also an important strategy, but I have never done it before.*

The third participant considers creating Ideal L2 self is a very important strategy. His quote is below.

Participant 3 quote: *Creating ideal L2 self is a very important strategy because students will realize that what they are going to study will be put into practice. It is not something like studying mathematics or sociology. So, learning English is something practical and they will make use of it. Inviting successful role models to class is an important motivational strategy. I have not tried it, but I saw it. It simulates reality because students will imagine themselves in this position.*

The fourth participant similarly considers creating ideal L2 self is an important strategy. Her quote is below.

Participant 4 quote: *Creating an attractive self of the L2 learner is important. It is one of the various ways of elevating the level of motivation among students: telling how important to learn a foreign language makes a part of calling for the relation between life and learning; and naming and/or inviting a successful model into class helps achieve part of motivation for learning.*

The fifth participant similarly considers creating ideal L2 self is an important strategy. His quote is below.

Participant 5 quote: *I always encourage my students to imagine themselves using English in the future in their potential careers. I tell them that they will have an important role in the society, and I give them good examples of graduate students who work in embassies and international organizations. This strategy is so important because I believe that unless they feel they will be something important, they won't react actively inside and outside the classroom. I have never invited successful role models to the class. However, I believe that it is an important motivational strategy which will motivate students to learn English.*

Conversely, the sixth participant has a different point of view regarding the importance of creating ideal L2 self. His quote is below.

Participant 6 quote: *I seldom try to create attractive ideal L2 self in the class because my students are adults, so I feel there is no need to make them imagine themselves using English in the future. I have never invited any role model to the class to talk about his experiences in improving his/her language skills. In fact, I am not aware of these strategies.*

The data above show that all participants (except one) consider that creating Ideal L2 self is an important strategy, but it seems that the strategy of inviting a role model to class has never been tried by anyone.

The second sub-theme regarding the importance of some MSs is promoting L2 related values. This theme consists of two sub-themes. Those are increasing the amount of English used in the class and reminding students of the benefits of mastering English. Participant one did not mention anything about this strategy whereas the second participant stressed its importance. Her quote is below.

Participant 2 quote: *Promoting L2 related values is an important strategy. Increasing the amount of English used in the class is important; however, switching to Arabic sometimes is necessary. At the end, we want to motivate them to learn the language, so if they don't understand what is being told to them, they won't learn. However, most of the time we*

must increase the amount of English in the class. Reminding students of the benefits of English is an important strategy to be conducted from time to time. This is especially true when we teach students in the media program whose major courses are taught in Arabic. They usually say, “why are we studying English and our major courses are taught in Arabic?”

The third participant similarly emphasizes the importance of promoting L2 related values. He states that it is important to increase the amount of English in the class but switching to Arabic is a must. Besides, he considers that it is important to remind students of the benefits of mastering English but not frequently. His quote is below.

Participant 3 quote: *Increasing the amount of English used in classrooms is an important motivational strategy because using English is going to create a good classroom environment. It will also simulate reality. However, switching to Arabic is sometimes also needed. Reminding students about the benefits of mastering English is an important motivational strategy. Students generally know those benefits but there is no harm of reminding them from time to time.*

The fourth participant holds a different viewpoint about the importance of promoting L2 related values as a motivational strategy. Below is her quote.

Participant 4 quote: *Promoting L2 related values is not always helpful, due sometimes to the lack of sympathy with the language. This is felt among a few students due to various factors.*

The fifth participant states that it is important to promote L2 related values but to a certain extent. His quote is below.

Participant 5 quote: *Increasing the amount of English is an important motivational strategy, but I do not overdo it especially with first year students because they will get demotivated and overwhelmed. I always remind my students about the benefits of mastering English, but it is not necessarily working with all students.*

The sixth participant stresses the importance of promoting L2 related values. However, she states that using English inside the class makes troubles to her because students complain

at that. Besides, she believes that there is no need to remind students about the benefits of mastering English. Below is her quote.

Participant 6 quote: *In my classes I never resort to Arabic language. I always use English although students sometimes complain at that. If a student asks about the meaning of a particular word, I either tell him/her look it up or let another student say the meaning of the word in Arabic. Reminding students of the benefits of mastering English is an important strategy; however, I seldom resort to it because I consider that students already know those benefits.*

The above quotes show that increasing the amount of English used in classes is an important MS; however, switching to Arabic is sometimes necessary. Besides, reminding students of the benefits of mastering English is again an important MS but it must not be done so frequently.

The third sub-theme which is relevant to the importance of certain MSs is teacher behaviour. All participants state that this is the most important Ms. The first participant mentions many teacher behaviours which affect students' learning motivation. He refers implicitly to the importance of teacher enthusiasm in his teaching. He indirectly states that low enthusiasm from the teacher side would demotivate students. Below is part of his quote in this regard.

Participant 1 quote: *Teachers' behaviour has a direct impact on their interaction with students..... Some of the behavioural aspects that can lead to a low motivational rate in L2 learning are: 1. teacher's attitude towards teaching as a job solely, 2. serious lack of teacher's discipline issues in classroom,.....*

Besides, he considers that informing students about the reasons of his interest in English is important, but this is done occasionally. Below is his quote in this regard.

Participant 1 quote: *It is important to inform students about the reasons of my interest in English. I tell them what opportunities I have availed; what I have achieved in my career as a teacher of English. I do that occasionally not frequently.*

Moreover, he stresses the importance of showing students that he cares about their progress. Below is his quote in this regard.

Participant 1 quote: *It is important to show students that I care about their progress. I tell them “I will be extremely happy when you pass with distinction in the course. I will be extremely happy when I see X or Y what level he was in when we started the course and what achievement he has got.”*

Similarly, he considers that showing students his willingness to answer their academic questions is an important strategy. Moreover, he adds that paying attention and listening to each student are important MSs. His quote is below in this regard.

Participant 1 quote: *It is so important to show students my aptitude to answer their academic questions. This is an important strategy because if you can't gain your students' confidence, you won't be able to be a successful teacher..... Paying attention and listening to each student are very important motivational strategies.*

The second participant also emphasizes the importance of teacher behaviour as a MS. She believes that showing enthusiasm to the students when teaching is an important MS. Below is her quote in this regard.

Participant 2 quote: *Teacher behaviour is the most important motivational strategy. When students see their teacher enthusiastic in his teaching, they will be enthusiastic too in the learning process. They will be more interested and engaged.*

However, she believes that informing students about the reasons of her interest in English is not an important MS. Below is her quote in this regard.

Participant 2 quote: *Informing students about the reasons of my interest in English is not that much important. We may do that once in the whole semester. It is much more important to tell them their reasons for mastering the language.*

On the contrary, she supposes that it is very important to show students our care about their progress. Below is her quote in this regard.

Participant 2 quote: *Showing students that we care about their progress is a very important motivational strategy, and this must be done during the whole semester.*

Moreover, she thinks that a teacher must always show her students the willingness to answer their academic questions. Below is her quote.

Participant 2 quote: *We must show our students that we are ready at any time to answer their academic questions because we want to encourage them to learn.*

On the other hand, she considers that paying attention and listening to each student are important MSs but that is not always practical. Below is her quote in this regard.

Participant 2 quote: *Paying attention and listening to each student are important motivational strategies, but that is not practical all the time if we have a big number of students. How can we pay attention and listen to each student?! With classes of big numbers, it is challenging, but it is important.*

Similarly, the third participant considers that the teacher behaviour is important. He also considers that the teacher's enthusiasm is essential for generating students' motivation. Below is his quote in this regard.

Participant 3 quote: *Showing enthusiasm to students when teaching is an important motivational strategy because that engages students to what the teacher is doing. When students see their teacher loves what he is doing, they will be interested in what is being done. Teacher's enthusiasm might generate energy from students, and that energy might break barriers of shyness or embarrassment. Students are affected by the teacher behaviour. If they see the teacher down, they will be down, and if they see the teacher active, they will be active.*

He also believes that informing students about the teacher's reasons for his interest in English is an important MS. Below is his quote in this regard.

Participant 3 quote: *Informing students about the reasons for his interest in English is an important motivational strategy because this way you will tell them examples of some of your friends or people you know.*

However, he believes that the importance of showing students the willingness to answer their academic questions is average. Below is his quote in this regard.

Participant 3 quote: *The importance of showing students the aptitude to answer their academic questions is average because when students know you are there for them, some of them will be more willing than others. Some students will prepare to dig for getting the answers.*

Similarly, he supposes that paying attention and listening to each student are important MSs. Below is his quote in this regard.

Participant 3 quote: *Paying attention and listening to each student is important because students will feel the value of their input, and they will feel that the teacher also cares about their opinions and concerns. If you listen to them, you can improve their level. The moment they speak in English, this is a kind of motivation. When you listen, they will speak. And this is what you want to happen in the class.*

The fourth participant considers that the teacher behaviour is the most important MS. Below is his quote in this regard.

Participant 4 quote: *Teacher behaviour might be the most important aspect of the whole teaching process.*

He also adds that the teacher enthusiasm is an essential factor of the teaching process. Below is his quote in this regard.

Participant 4 quote: *The teacher is always a model. The zeal with which I take care of the class is an essential part of the teaching process. It makes me involved with students as to how they do and achieve things, and how they advance in doing them.*

He states that with this enthusiasm the teacher takes to his class, he pushes his students to actively engage and ask questions. Therefore, this participant implies that it is important for the teacher to show his students that he is willing to answer their academic questions. Below is his quote.

Participant 4 quote: *Again, it [teacher's enthusiasm] will show the students that I am always ready to help them in any respect, answer any relevant or irrelevant questions, and try to approach any specific life-issue in terms of the lesson given in the class. In this way, when students receive me positively, they will accordingly be in engaged in the learning process.*

Similarly, the fifth participant clarifies that the teacher behaviour is an essential aspect in the learning process. Besides, he considers teacher's enthusiasm a vital aspect in motivating students. Below is his quote.

Participant 5 quote: *Teachers' behaviour is essential in providing students with motivation. Teacher's enthusiasm is a vital aspect in motivating students.*

However, he believes that informing students about the teacher's interest in English is relative and personal. Below is his quote.

Participant 5 quote: *Informing students about the teachers' reasons of his interest in English is an important motivational strategy but sometimes it is personal. Some students view English from a different angle. People's interests are different. I wanted to be a teacher of English, so I learned English. Someone else wants to travel; another one wants to get married to an English-speaking spouse. Someone is told by his parents that if you know English, you will be a respectful human being. So, it is something relative.*

He believes that it is important to show students about his care to their regarding their progress. Below is his quote.

Participant 5 quote: *It is important to show students my care about their progress. I noticed that when I tell a student that his performance is getting better, his performance in a later assessment becomes much better. This reflects a positive psychological reaction regarding students' attitude.*

He also adds that he always tells his students that he is ready to answer their academic questions. Below is his quote. However, he states that this is not an important MS, but it strengthens the rapport with his students. Below is his quote.

Participant 5 quote: *I always tell my students that I am ready to answer their academic questions day and night 24/7. It is not an important motivational strategy, but it strengthens the rapport with students.*

Besides, he believes that paying attention and listening to each student are important MSs. Below is his quote.

Participant 5 quote: *Paying attention and listening to students are important motivational strategies because they boost students' interest in their teacher. We deal with adults and young men and young ladies. If you respect them, you will possess them.*

The sixth participant similarly believes that the teacher behaviour is the most important MS. Below is his quote.

Participant 6 quote: *Teacher behaviour is one of the most important motivational strategies. It makes students love the teacher or hate him/her.*

Regarding being enthusiastic in teaching, participant 6 believes that this is an important strategy. Below is his quote.

Participant 6 quote: *Showing enthusiasm and interest in the English language are powerful motivators to students because I believe that a teacher is a role model to his students. Therefore, I believe that when students see their teacher enthusiastic and interested in the subject he is teaching that will be reflected in their overall performance and effort given in trying to learn the language.*

However, she believes that it is not important to inform students about my reasons of interest in English. Nevertheless, she states that it is important to show students the care about their progress and the willingness to answer their academic questions. Below is his quote.

Participant 6 quote: *Informing students about the reasons of my interest in English is not an important motivational strategy. It is better to focus on the reasons which make English important for the students. It is important to show students that I care about their progress, and I am willing to answer their academic questions because when students see me caring about them and ready to answer their questions, they might be motivated to learn.*

The fourth sub-theme emerging from the data about the importance of certain MSs is goals. This theme consists of two sub-themes. The first one is encouraging students to set their learning goals, and the second is stating the objectives of each lecture. The participants have different views about the importance of these strategies. The first participant considers that encouraging students to set their learning goals is an important MS. Below is his quote.

Participant 1 quote: *Encouraging students to set their learning goals is a very important motivational strategy. What do students want to achieve from this course they are doing? What do they aspire to? You can even draw the goals with them together.*

However, he mentions that he does not state the objectives of each lecture because he considers it repetition. Below is his quote.

Participant 1 quote: *I don't state the objectives of each lecture because this is repetition, and our students are adults and mature. Maybe I tell them "Today we are going to talk about something."*

The second participant states that she usually encourages her students to set their learning goals and she teaches them how to that. However, she considers that stating the objectives of each lecture is not an important MS. Below is her quote.

Participant 2 quote: *We usually encourage our students to set their learning goals, and we teach them in study skills course how to do that. For me, I don't think that stating the objectives of each lecture is an important motivational strategy.*

The third participant has some reservations on the words 'goals' and 'objectives'. His quote is below.

Participant 3 quote: *Talking about goals is tricky. Many students don't know how to set goals, or how they will advance. If I want to tell students about the things they will learn from the lecture, I wouldn't say the word 'objectives' or 'goals' because they will get stressed. Learning is a task, and some people are afraid of not achieving the task. The moment you are saying a 'task', you are putting a psychological burden on the students. So, when we use the word 'objectives', they will feel that they must meet the expectations. And this is not the case. Even if you want to meet the expectations, just put it in another way. I tell them "Today we will speak about this. And let's hope by the end of this class we will have some knowledge about it" instead of saying "we learned about it".*

The fourth participant states that talking about goals is only important for those students who have plans. His quote is below.

Participant 4 quote: *Goals are not always important for students having no plans; goals still should be made clear at the beginning, and this is enough for those caring students only. But, when students are told of the importance of how to plan for things and how to*

carry them out according to a schedule, they would be encouraged to set personal goals ahead. That is, what might be called as goal management. It is fruitful only when students come to know its importance.

The fifth participant also has some reservations about the importance of goals as a MS. Below is his quote.

Participant 5 quote: *Goals may change. Maybe a student's goal is only to obtain a degree, or the student knows in advance where he will work in the future. I always talk to my students about the importance of setting goals. I also tell them without having a goal, you will get lost. The question regarding goals must be addressed to students not teachers. A teacher is only responsible for reminding students about their goals. I don't always state the objectives of each lecture but sometimes I highlight some important points, or I tell them that this course is relevant to that course. Students who are so motivated usually highlight the important points, but others do not.*

The sixth participant mentions that he states the objectives of the lecture, but he considers it not an important MS. Besides, he believes that it is not important to encourage students to set their learning goals. Below is his quote.

Participant 6 quote: *I usually state the objectives of each lecture. However, I feel that they are not so important in motivating students to learn something. Usually at the beginning of the class I tell students the objectives of the lecture, but they hardly pay any attention to me which is really irritating. So, I consider stating the objectives of the lecture is a waste of time. However, I don't help students in setting their learning objectives because I consider them adults who must be aware of those objectives.*

Most of the above participants' quotes regarding encouraging students to set their learning goals and stating the objectives of lectures show that teachers consider this issue not an important MS.

The fifth major sub-theme regarding implementing certain MSs is promoting learner autonomy. This theme consists of two sub-themes. The first one is allowing students to assess themselves, and the second is offering options about the assessment methods. Again, participants have different views in this regard. The first participant states that allowing students to assess themselves is a very important MS. However, he believes that

offering students options about the assessment methods requires high-level students and guidance from the teacher. Below is his quote.

Participant 1 quote: *Allowing students to assess themselves is a very important motivational strategy. There is something called peer assessment and self-assessment. These techniques make students fully involved in the subject. Offering students options about the assessment methods is an important motivational activity but are our students able to give you something worthy?! You need a certain level of students to apply this strategy. But for sure it is motivational. You can ask them whether they want to do an assignment or in-class group work. Maybe they would choose the in-class group work for instance, and here it is your role as a teacher to make them work and not only to sit doing nothing. In that case they would work since they themselves chose that assessment tool.*

Similarly, the second participant states that allowing students to assess themselves is an important MS, but it must be conducted with her guidance. Besides, she considers that offering students options about the assessment methods is a good idea, but students would choose the easy routes to pass the course. Below is her quote.

Participant 2 quote: *Allowing students to assess themselves is an important motivational strategy, but it must be done with my guidance. Offering students options about the assessment tools is a good idea, but if we do that, students will not include exams as part of the assessment tools. They would choose assignments, group work, and projects, and they would exclude exams.*

The third participant has clear reservations regarding promoting learner autonomy. He considers this as something auxiliary, and it depends on the level of the students. Below is his quote.

Participant 3 quote: *Regarding promoting learner autonomy, I would put this as an auxiliary thing. It depends on which level you are teaching. If you are teaching beginners, you can invest more into certain aspects of autonomous learning like they would build more vocabulary and listen to more conversations. So, it is important to promote autonomous learning, but it will vary according to the students' level.*

Similarly, it seems he has some worries of the issue of allowing students to assess themselves. Below is his quote.

Participant 3 quote: *Allowing students to assess themselves is important but students must be told that this is an exercise and not to show that someone has learned and someone else hasn't.*

Regarding offering students options about the assessment methods, he considers it not an important MS. Below is his quote.

Participant 3 quote: *Offering students options about the assessment methods must not happen from the start. However, I believe it is not an important motivational strategy because students would choose the easiest assessment tools.*

The fourth participant speaks about the importance of learner autonomy in general. He states that it is an important MS. Regarding allowing students to assess themselves, he says that he prepares a scale through which students judge each other. However, he mentioned nothing about offering students options about the assessment tools. Below is his quote.

Participant 4 quote: *Promoting learner autonomy is an important aspect of the friendly freedom that has to be created and monitored. I am used to preparing a kind of a scale according to which students judge each other, and then they would receive my feedback in this concern, whether of how it should work or how they have done. Then, they would be told to judge themselves accordingly.*

The fifth participant has clear reservations about allowing students to assess themselves and he considers it not an important MS. Below is his quote.

Participant 5 quote: *Allowing students to assess themselves is not an important motivational strategy because students may take things subjectively. Students in general do not like seeing themselves less than others.*

He also considers that offering options to students about the assessment methods as not applicable for reasons. Below is his quote.

Participant 5 quote: *Regarding offering assessment options to students, this is not applicable because we are governed by a decision taken by teaching committees regarding the assessment tools. Hence, the decision from the side of students cannot be taken. Even if I want to change the assessment tools; for example, to do an oral presentation instead of an exam for 50 students, that process will take two months. Hence, we don't venture doing that. Furthermore, our students have no idea about assessment tools other than exams and assignments*

The sixth participant has a very negative attitude about promoting learner autonomy though he considers it as an important MS. Below is his quote.

Participant 6 quote: *Promoting learner autonomy is an important motivational strategy. However, with my students who are used to be spoon-fed, this strategy does not work practically. In general, students are not worried about their success. And usually, we run after them to attend classes and do the requirements of the course. Hence, if we promote learner autonomy, we may run the risk of having many students who fail the course.*

The sixth sub-theme which is relevant to the importance implementing certain MSs is presenting tasks in a motivating way. It includes two sub-themes. Those are clarifying the objectives of tasks and showing students how to answer tasks. All participants except one (participant 5) consider that these are important MS. Below are their quotes.

Participant 1 quote: *Clarifying the objectives of tasks is an important motivational strategy. If you teach students, for instance, subject-verb agreement, you can tell them that we study this in order not to commit mistakes in our writing. Maybe they get more interested in the subject of the class. Showing students how to answer tasks is an important motivational strategy but not for the whole task. We can give them only an example, and they should work on the rest of the task.*

Participant 2 quote: *Clarifying the objectives of tasks is an important motivational strategy because this way will encourage them to work harder and better. Showing students how to answer tasks is an important motivational strategy. This is because students need initial motivation to boost their interest in doing any activity. We must show them how to do the tasks.*

Participant 3 quote: *Presenting tasks in a motivational way is a very motivational strategy. Students need to know what they are facing and how to handle it. Showing students how to answer tasks is an important motivational strategy because this way, they would get a key that they can use.*

Participant 4 quote: *Presenting tasks in a motivating way is important to a degree; at the very beginning of doing any task, I usually tell students how to go through doing it. This is important as to telling how it may be done and as to how motivates them to take it in the easy way.*

Participant 5 quote: *Clarifying the objectives of tasks and showing students how to answer tasks are not important motivational strategies because if I want to show students how to answer tasks, I must go and check with each student, and this is not applicable to a class of 40 students or even less. It will be a time taking and tedious process.*

Participant 6 quote: *Telling the goals of the task is important for students because it motivates them to do the task; especially if that task is to be done inside the class. I usually*

clarify to the students how to do the tasks because things will be easy to them, and they will be motivated to do the task.

Another sub-theme pertinent to the importance of using certain MSs is creating a pleasant classroom atmosphere. All participants stress the importance of this strategy for providing learning motivation. This indicates that this is one of the most important MSs. Below are their quotes.

Participant 1 quote: *I try to create a pleasant classroom atmosphere by lowering anxiety level of my assignments and activities to increase students' confidence. Personalizing relationship with students (within limits) is a good motivational activity.*

Participant 2 quote: *It is very important to create a pleasant atmosphere in the class so that students would not get bored or be in a bad mood.*

Participant 3 quote: *Creating a pleasant atmosphere is an important motivational strategy because at the end of the day the classroom is a kind of community, so the human element and social aspects are important also. This will create a conducive learning environment. When students make mistakes, they don't feel embarrassed. You try to communicate with them as friends. When there is a pleasant atmosphere in the class, students would leave the classroom and say, "oh we love this instructor and his lecture." That doesn't mean you are not serious, but it must be done in a smart way.*

Participant 4 quote: *Creating a pleasant classroom atmosphere is basic; friendly pleasant atmosphere results in making students relaxed to say and do things in positive ways.*

Participant 5 quote: *Creating a pleasant classroom atmosphere is a powerful motivational strategy. I tried doing competitions and games with first year students, and they were highly motivated and fascinated by that experience. I did that experience for changing the classroom atmosphere.*

Participant 6 quote: *Creating a pleasant classroom atmosphere is another very important strategy in motivating students to learn. If the mood of the class is bad, things will be very difficult to go smoothly with students; therefore, making a good laughter about something from time to time creates a good mood for the students so that things will be easier to be comprehended, and students will be readier to participate in activities.*

One important sub-theme which has been found out in the teachers' interviews is promoting learner confidence. The sub-theme was stressed by all participants. They all consider it an essential part of the learning process. Below are the participants quotes.

Participant 1 quote: *I try to create a pleasant classroom atmosphere by lowering anxiety level of my assignments and activities to increase students' confidence I must lessen anxiety or fear and help them to accept themselves.*

Participant 2 quote: *Increasing students' self-confidence is the most important strategy in motivating language learning. We should and I always do that with my students. If students have good self-confidence, they will work harder. If students have a good feeling about themselves, they will do the task.*

Participant 3 quote: *Promoting learner confidence is a very important motivational strategy because the moment students have high self- confidence, you are enabling and empowering them, so they can have better motivation to learn. Therefore, when they make mistakes, they don't get frustrated. They would think positively about their mistakes and learn from them. Informing students about their strengths and abilities is an important motivational strategy. This way you make it like a sandwich. You tell them about their strengths and listen to them about their weaknesses. They may tell you "I am strong here and want to be strong there".*

Participant 4 quote: *Promoting learner confidence gives the students a chance of freedom which will lead them to have confidence in what they do and say. It is important to make students aware of what they are apt to. So, if they believe in their teacher as a model, they will readily work as to his/her advice in respect to the level allowed by their inner power.*

Participant 5 quote: *The most important motivational strategy is promoting confidence among students. Building students' confidence is the key.*

Participant 6 quote: *Promoting learner confidence is a very important strategy which should be implemented by all teachers. Reducing the anxiety of English and telling students that making mistakes is an investable part of the learning process are two fundamental points which should always be told by teachers. Reducing fear and anxiety motivates students to take part in activities, and it will boost their self-confidence which will be reflected in their learning process.*

Another sub-theme which was targeted in the interview questions is the importance of learner group as a MS. It involves two sub-themes. The first one is offering group work activities, and the second is including in-class group work as one of the assessment tools. All participants (except participant 5) consider group activities as one of the important MSs. The fifth participant states that in group activities some students are not active, and they hide in the group. Nevertheless, including in-class group work as one the assessments tools is not preferable as a MS by three participants. This is because of two reasons. The first is that some students in the group sit doing nothing, and the second reason is that

students in such assessments are worried about the grades rather than acquiring knowledge. Below are the participants' quotes in this regard.

Participant 1 quote: *Including group activities is an important motivational strategy; however, including in-class group work as an assessment tool is an important motivational strategy for only a few students because in this assessment I observe that only one or two members from the group work on the question paper, and the others are spectators.*

Participant 2 quote: *..... when they are asked to work in groups, they become more engaged in the task and do their best to get the highest grade in it. Including in-class group work as one of the assessment tools is a good motivational strategy because students usually feel engaged and more responsible for completing the task, and they will all work on it.*

Participant 3 quote: *Learner group is an important motivational activity because it makes students know each other's levels; they get to know each other personally, and they would be more comfortable at the social and learning levels. I would refrain from including in-class group work as one of the assessment tools. I would do it as an activity for learning but not as an assessment tool because students would try to do their best for getting the grade not to have knowledge. I believe it is not a very important motivational strategy.*

Participant 4 quote: *Group learning is important for the creation of ordered thinking and monitored teamwork. Group activities make students aware of the fact that each should have a role to do within a whole plan.*

Participant 5 quote: *Regarding group activities I have some reservations about that because some students will hide in the group and one or two students only will work on the activity. Regarding including in-class group work as one of the assessment tools, I did not do it, but it was done by another instructor. Her experience was so successful in motivating her students in the assessment.*

Participant 6 quote: *Arranging group activities is an important strategy which should be used by teachers. Group work motivates students in the learning process. I usually use this strategy in tasks which require heavy mental effort. Including in-class group work as one of the assessment tools in the course encourages students to learn from each other. However, in this type of activity, which is an assessment, students are more worried about the grades rather than learning new information.*

One more sub-theme which was aimed at in the interview questions is feedback. This theme involves four sub-themes. Those are giving students positive feedback, appreciating students' progress, providing face-to-face feedback to students about their progress, and monitoring students' progress. Three participants (participants 1, 2, & 4) stress the

importance of providing positive feedback and they consider it an important MS. Participants 5 and 6 refer to it in the last theme which is recognizing students' effort and hard work. The first participant mentions that he cannot provide face-to-face feedback to each student because this would take much time. Similarly, two participants (participants 1 & 2) state that they cannot monitor the progress of each student because that would consume considerable time. One participant (participant 4) states that monitoring students' progress should not be conducted in a policing way. Below are the participants quotes in this regard.

Participant 1 quote: *Giving students positive feedback, appreciating their progress are important motivational strategies. Providing face-to face feedback to students about their progress is an important motivational strategy but I don't do it because we don't have time for that. Monitoring students' progress is an important motivational strategy, but it doesn't apply to our situation because we don't have time and the students are not very much interested.*

Participant 2 quote: *Providing positive feedback and appreciating students' progress are very important motivational strategies. Face-to-face feedback is very important. It lets students learn from their mistakes. It is important to monitor students' progress, but this is not applicable to our situation in the college where we usually have more than 40 students in the class. It is too difficult to do that. Besides, they are college students who must have self-independence. Don't we teach them in study skills course about self-independence?!*

Participant 3 quote: *It goes without saying that providing positive and face to face feedback are important motivational strategies. Students would feel that their effort is appreciated and considered because at the end of the day it is a social activity even learning it or teaching it. Students would feel that if the teacher is engaged and interactive, and he is trying to show them the weak spots, they can, and they will improve. About monitoring students' progress, I would say that it not very important not unimportant. I am in the middle. It should not be done like a policing activity. When you monitor students' progress, you will make students realize they had done a mistake, and it would demotivate them to finish their tasks in the class or at home.*

Participant 4 quote: *Feedback is basic in creating motivation among students.*

The last sub-theme which was targeted in the interview questions is rewards. It involves three sub-themes. The first one is generosity in giving rewards to motivate students; the second is rewarding students for participating in activities, and the third is making sure grades reflect students' effort and hard work. Four participants (participants 3, 4, 5, & 6)

consider that recognizing students' effort is an important MS. However, participants (1, 2, 4, and 6) believe that grades must reflect students' hard work and effort; they consider this as an important MS whereas participant 5 has a different point of view. He states that it is not an important MS, and grades must not reflect students' hard work and effort. Below are their quotes.

Participant 1 quote: *Making sure grades reflect students' hard work and effort is an important motivational strategy because it makes students exert a big effort in the learning process.*

Participant 2 quote: *Making grades reflect students' hard work and effort is an important motivational strategy because this would motivate students to do their best to have the grade.*

Participant 3 quote: *Recognizing students' efforts is an important motivational activity. Students care about the grades. When students are given good grades, they will feel that they have achieved something, and the grade is a proof.*

Participant 4 quote: *Praising active students and rewarding them are important because they help students feel appreciated and recognized in person. Fair rewards to active students will help motivate non-active ones. Justice is important in this respect. Anyhow, as has it been long proved, telling students they will be rewarded will add to their levels of motivation.*

Participant 5 quote: *Recognizing students' efforts is an important motivational strategy, because by rewards students get highly motivated. Making grades reflect students' effort and hard work is not an important motivational strategy because, for me, grades do not necessarily reflect students' level and true hard work.*

Participant 6 quote: *Giving rewards in behavior or through grades has a powerful impact in providing motivation. However, this must not be overdone as students would not like to feel they are treated as children. Besides, grades must not be given so generously without taking into consideration students' real effort and hard work.*

This section presented an analysis and interpretation of the teacher participants' interviews regarding teachers' perceptions about their students' motivation in learning English, how their students react to those strategies, and their perceptions of certain MSs.

4.4 Conclusion

This chapter presented data analysis and interpretation of the quantitative and qualitative data collected for the study. It started by briefing the study phases and the approaches used for finding out the results of each research question. Then the quantitative findings were presented through descriptive and inferential statistical analyses for the students and teachers' questionnaires. Afterwards, the qualitative findings were revealed through content analysis of the students and teachers' interviews. The next chapter will present the discussion of both quantitative and qualitative findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

Findings of the study will be discussed in this chapter. First, it will present the quantitative findings obtained from both students and teachers' questionnaires regarding the four research questions. Then qualitative findings attained from students and teachers' interviews will be presented. After that, a comparison of the quantitative and qualitative findings will be discussed.

5.1 Quantitative Findings

The quantitative findings provide answers for the four research questions. The first question is: *What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?*

Descriptive statistics show that learners have different attitudes regarding their perceptions of the factors that motivate them to learn English. Findings confirm the *L2 motivational self-system* theory which was presented by Dörnyei (2005) and Gardner and colleagues' theory of L2 learning motivation. The most important motivational factors for the participants are motivation, interest, and attitudes towards the English language, followed by pleasure and entertainment. On the other hand, career and academic orientations are perceived as the least important, while the importance of English and positive attitudes towards the learning environment fall in the middle range of importance for students' motivation (see table 4.2 section 4.2.2.1).

Inferential statistics show that there are discrepancies in participants' perceptions regarding their motivational factors for learning English. Comparisons among participants were made according to four variables: 1. program of study, 2. gender, 3. age, and 4. nationality. Regarding the program of study, we can see different perceptions among the groups. This finding is supported by a recent study by (Sun, Teo & Wang 2022). Moreover, it supports the findings of Muslih (2010) research where part two of the students' questionnaire was adapted.

In our study, results show that students in the health program are the most motivated students, followed by students in the business program whereas students in the media program are the least motivated students. The reasons of those findings are: 1. most of the

students in the health program are females and 2. they are expatriates. Students in the media program study their major courses in Arabic, and it was observed that many of them join this program because its medium of instruction is in Arabic.

Previous research shows that students studying in different majors have different motivational factors for studying English due to several reasons. Firstly, the nature of their major or field of study influences their motivation to learn English. For instance, students in science, technology, engineering, and mathematics (STEM) majors may view English as less important to their future careers than those in business or humanities majors who may have more direct interactions with English-speaking countries and cultures (Aryadoust & Zhang 2019). Similarly, students in majors that require a high level of English proficiency, such as communication studies, international relations, or language and literature, may be more motivated to learn English than those in majors where English proficiency is not a primary requirement.

Secondly, students' individual attitudes, beliefs, and experiences can affect their motivation to learn English. Previous research suggests that students' motivation to learn English can be influenced by their perceived usefulness of English, their attitudes towards the language and the culture associated with it, and their previous experiences learning English (Dörnyei, 2005; Gardner 1985; Masgoret & Gardner 2003).

Thirdly, the context in which students learn English can also affect their motivation. For example, students who study English in countries where English is the primary language may have more opportunities to practice the language and interact with native speakers, which can enhance their motivation to learn. In contrast, students who study English as a foreign language in their home countries may have limited opportunities to practice and use the language in authentic contexts, which may negatively impact their motivation (Kim & Elder 2008).

In conclusion, students studying in different majors have different motivational factors for studying English due to the nature of their major, their individual attitudes and experiences, and the context in which they learn English. Understanding these factors can help educators design effective language learning programs that meet students' needs and interests.

As far as gender is concerned, results reveal that there are also discrepancies in perceptions of males and females regarding their motivational factors for learning L2. Inferential statistics for all the scales show that females outscore males. This finding is supported by the findings from previous literature (e.g., Almegren 2022; Daif-Allah & Aljumah 2020; Getie 2020; Oga-Baldwin & Fryer 2020).

Previous research suggests that females have more motivation to learn English as a foreign language than males due to several reasons. Firstly, females may perceive English language proficiency as more important for their future careers and educational opportunities. Studies have found that females are more likely than males to pursue careers that require English language skills, such as teaching, translation, and international business (Aliakbari & Sadighi 2011; Latif 2017). This may lead to a greater motivation to learn English among females.

Secondly, gender differences in attitudes towards learning English may contribute to differences in motivation. Studies have shown that females generally have more positive attitudes towards foreign language learning than males (Dörnyei & Csizér 2002; Ehrman & Oxford 1995). Females may view language learning as a way to enhance their cultural knowledge, social skills, and personal growth, while males may view it as a utilitarian skill that is necessary for academic or professional success (Dörnyei & Csizér 2002).

Thirdly, societal and cultural factors may influence gender differences in motivation to learn English. In many cultures, English is seen as a symbol of modernity, progress, and globalization, and thus, learning English is associated with social prestige and upward mobility (Block 2003). Females may have more pressure to conform to these societal expectations and may view English language proficiency as a means of achieving social and economic success (Latif 2017).

In conclusion, females may have more motivation to learn English as a foreign language than males due to a combination of factors, including their career aspirations, attitudes towards language learning, and societal and cultural expectations. Understanding these gender differences in motivation can help educators design language learning programs that are more effective and engaging for both males and females.

Regarding age, inferential statistics show that there are no significant differences among the three age groups in the study sample in all the scales except the scale of the importance of English and its modern use where the 18–25-year age group outscores both the 26–35 year and the 36+ year age groups. Most research in previous literature about age difference in L2 learning motivation was conducted on three constructs (secondary school students, university students, & adult learners (e.g., Kormos & Csizér 2008; Wong 2008). In these studies, we find differences in learners' perceptions regarding their motivational factors because students' level of education is different. In this study all the participants are college students; therefore, as far as age is concerned, we can see that there are no significant differences in their perceptions regarding the motivational factors.

Research suggests that college students of different ages have similar motivational factors for learning English as a foreign language due to several reasons.

Firstly, English language proficiency is considered essential for academic and professional success in many fields and industries, regardless of age (Klassen 2015). Therefore, college students of different ages may share similar motivational factors related to their academic and career goals.

Secondly, college students of different ages may have similar attitudes towards foreign language learning. Studies have shown that individuals who have positive attitudes towards learning a foreign language are more likely to be motivated to learn it (Gardner 1985; Kim & Kwon 2012). Older college students may have more experience with language learning and may have developed positive attitudes towards it through their previous language learning experiences.

Thirdly, college students of different ages may be influenced by similar cultural and societal factors that emphasize the importance of English language proficiency. English is widely used as a lingua franca in many academic and professional settings, and individuals who are proficient in English have access to a wider range of resources and opportunities (Klassen 2015). This cultural and societal emphasis on English proficiency may lead to similar motivational factors among college students of different ages.

In conclusion, college students of different ages may have similar motivational factors for learning English as a foreign language due to shared academic and career goals, positive attitudes towards language learning, and cultural and societal pressures to attain English language proficiency.

Regarding nationality, descriptive statistics reveal that non-Emiratis outscore Emiratis in all the scales. However, inferential statistics show that there are significant differences between the two groups in three scales only. Those are: 1. positive attitudes towards the learning environment, 2. importance of English and its modern use, and 3. career and academic orientations. This finding is supported by the findings from previous literature (e.g., Fernández-Costales et al. 2021; Ibarraran, Lasagabaster & Sierra 2008;). In these studies, results show that immigrant participants have more positive attitudes for learning English than their non-immigrant counterparts.

Previous literature suggests that expatriates may have higher motivation levels for studying English as a foreign language compared to locals for several reasons. Firstly, expatriates may need to learn English to effectively communicate with their colleagues and clients from different countries. Studies have found that English is the most commonly used language in international business and the global economy, and proficiency in English can increase an expatriate's chances of success in their job (Cheng & Dörnyei 2007; Selvi & İnçeçay 2014). This need for English proficiency may lead to higher levels of motivation among expatriates compared to locals who may not face the same language demands in their work.

Secondly, expatriates may have a greater desire to integrate into the local culture and society by learning the local language. Studies have shown that language learning can facilitate cross-cultural adaptation and socialization and can help individuals to feel more connected to the local community (Ward & Kennedy 1993; Yang & Noels 2011). Expatriates who feel a strong desire to integrate into the local culture may have higher levels of motivation to learn the local language, including English, compared to locals who may not feel the same cultural pressures.

Thirdly, expatriates may have more opportunities and resources for language learning compared to locals. Many companies and organizations provide language training and

support for their expatriate employees, which can increase their motivation to learn the language (Selvi & İnceçay 2014). In contrast, locals may not have the same access to language training and may not feel as motivated to learn English as a foreign language.

In conclusion, expatriates may have higher motivation levels for studying English as a foreign language compared to locals due to their language demands in their job, desire for cultural integration, and greater opportunities and resources for language learning.

The second research question of the study is: *What are the teaching motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?*

Descriptive statistics for all the student participants reveal that the most important MSs for students are: 1. the classroom atmosphere, 2. teacher behaviour and 3. learner confidence, learner autonomy, and learner group. Conversely, the least important MSs are: 1. ideal L2 self, 2. L2 related values, and 3. feedback (see table 4.8 section 4.2.2.2). These findings are a bit different from the findings of the previous research (Al Shehri 2013) where part three of the students' questionnaire was adapted. In Al Shehri' research (2013), the most important MSs are: 1. ideal L2 self, 2. classroom atmosphere, and 3. learner confidence whereas the least important MSs are: 1. learner group, 2. L2 related values, 3. and goals.

Comparisons among the groups regarding their perceptions of the MSs were conducted based on four variables. Those are: 1. program of study, 2. gender, 3. age, and 4. nationality. Regarding program of study, inferential statistics show that there are significant differences in all the scales except the scale of learner autonomy. Health students outscore both business students and media students in all the scales.

As seen from the above, students studying in different programs have different perceptions regarding the importance of certain MSs. This is due to several reasons. Health students are career- oriented and most of them are females and expatriates. Their vision about their goals is clear and stable. They joined this program to have a better opportunity in the job market. Besides, as discussed before, they are the most motivated students to learn English among the three groups. On the other hand, most of the business students are males and locals, and they have jobs in government departments. They are degree-oriented i.e., they

joined the college to get promoted at their workplaces. Regarding media students, they joined this their program of study because its medium of instruction is in Arabic, and they are low achievers in English.

As far as gender is concerned, inferential statistics show that males outscore females in the scales of teacher behaviour, classroom atmosphere, learner confidence, and learner autonomy; significant differences are in the scales of teacher behaviour, classroom atmosphere, and learner group. However, results show that females outscore males in the scales of L2 related values, teaching materials, goals, presenting task in a motivating way, feedback, rewards, and ideal L2 self. All statistical differences are significant in those scales. It can be seen that males are more concerned with MSs that concern the learning context (behaviour, confidence, atmosphere, and autonomy) whereas females are more concerned with the learning process itself (teaching material, L2 related values, goals, etc.). This matches the findings of the previous literature where we can see that females are more motivated in language learning than males (e.g., Almegren 2022; Daif-Allah & Aljumah 2020; Getie 2020; Oga-Baldwin & Fryer 2020).

Age was another variable which was considered in comparing among groups regarding their perceptions of the importance of certain MSs. Inferential statistics show that there are no significant differences between the three age groups regarding their perceptions. However, the statistics reveal that 26–35-year age group outscores both the 18-25 year and 26–35-year groups in the scales of classroom atmosphere and learner confidence. The 18–25-year group outscores both other groups in the scales of learner group, L2 related values, teaching materials, goals, presenting tasks in a motivating way, feedback, and rewards. The 36+ age group outscores both other groups in the scales of learner autonomy, ideal L2 self, and teacher behaviour. This shows that the 18-25 age group are more concerned with learning process than the other groups. This is because that their life and career goals are still in the formulation process. Therefore, they better recognize the importance of mastering English.

Nationality was another construct which was implemented in comparing among the groups. All participants are Arabs and the classification of nationality in the demographic information in the students' questionnaire was UAE and non-UAE. Inferential statistics show that significant differences between the two groups are for the scales of L2-related

values, goals, teaching materials, and ideal L2 self. In all those scales, the non-Emiratis outscore their Emirati counterparts. However, statistical data show that Emirati participants outscore their non-Emirati peers in the scales of teacher behaviour, classroom atmosphere, learner confidence, learner autonomy, and rewards. Again, this indicates that non-Emiratis are more concerned with the learning process itself (teaching material, presenting tasks in a motivating way, goals, etc.) while Emirati participants are more concerned with the learning context (teacher behaviour, self-confidence, classroom atmosphere, etc.).

The significance of finding out the differences among groups in terms of gender, age, nationality, and program of study is that it makes the picture clear for educators and policy makers of English. They need to take into consideration those differences when they enrol students in the classes of English courses. Besides, educators can make use of these findings when they set their lesson plans to suit the variety of groups of students.

The third research question of the study is: *What are the teaching motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?*

Descriptive statistics show that, on one hand, the most important MSs for teachers are: 1. classroom atmosphere, 2. L2 related values, and 3. teacher behaviour and learner confidence. On the other hand, the least important MSs are: 1. learner autonomy, 2. ideal L2 self, and 3. teaching materials (see section 4.2.2.3 table 4.21). This finding is a bit similar to the findings of Al Shehri's (2013) research where part two of the teachers' questionnaire was adapted. In Al Shehri's research the highly important scales are: 1. classroom atmosphere, 2. teacher behaviour, and 3. learner confidence. And the least important scales are 1. learner autonomy, and 2. learner group.

The fourth research question of the study is: *What are the discrepancies in views about the importance of certain teaching motivational strategies between students and instructors?*

Inferential statistics reveal that there are significant differences between students and teachers' perceptions in six scales: 1. teacher behaviour, 2. learner group 3. L2 related values, 4. teaching material, 5. presenting tasks in a motivating way, and 6. learner

autonomy. Students outscore teachers in all the scales except presenting tasks in a motivating way where teachers outscore students.

It is obvious that there is a dichotomy between students and teachers' perceptions of the importance of certain MSs, and these findings support the model of MSs framework which is one the main constructs on which the study was built. The framework was introduced by Dörnyei (1994) and Williams and Burden (1997). Williams and Burden state that motivation is a multidimensional construct, and each individual is motivated in a different way. Besides, there is usually a mismatch between students and teachers' perceptions of the MSs which must be used to motivate students in L2 learning.

This section presented a discussion of the quantitative findings. The next section will discuss the qualitative findings.

5.2 Qualitative Findings

This section presents discussion of findings of the interviews which were conducted with six students and six teachers. Thematic analysis was used to analyse the data collected from interviews. The interviews were conducted to answer the four questions of the study.

The first question is: *What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?*

Data from students' interviews reveal that most participants have a high interest in learning English. Their motivational factors for leaning it are mostly instrumental (future job, academic study, travelling, and doing tasks requiring interaction with non-native speakers of Arabic). Few of the participants expressed that their motivation for leaning it is for socialing with non-Arabic speakers. Hence, the concept of integrative motivation is not highly stressed by the participants. These findings support Gardner and his colleagues' theory of L2 motivation in which the concepts of instrumental and integrative were introduced. Two participants stated self-confidence as one of their motivational factors for learning English. This finding supports the idea of ought-self introduced by Higgins (1987) which is part of Dörnyei's (2005) motivational self-system (MMS).

The second research question is: *What are the teaching motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?*

Data from the students' interviews reveal that most participants believe that the currently used teaching strategies implemented by their teachers are ineffective in motivating them for learning English. Two participants expressed that directly, and two others said that they did not remember exactly what motivational teaching strategies were implemented by their teachers.

This is due to several reasons. The first reason is the big number of students. The setting of the study is a private college. English courses are compulsory general credit courses; this means that all students studying in all programs must enrol in them. The number of students in most of the classes of English courses is usually not less than 40, and sometimes the number gets to 55. Another reason is the course syllabus in which there are course learning outcomes which must be achieved. One more reason is the short time of the semester which is usually 45 teaching hours. The first two weeks of the semester is add and drop period in which students are still in the registration process; therefore, actual teaching usually starts after two weeks from the date of the beginning of the semester. The last reason is number of the assessment tools used in the course. In the fall and spring semesters, there are usually four assessment tools: 1. midterm exam, in-class group work, assignment, and the final exam. Those assessments consume considerable time especially if there is an oral presentation for the assignment. All these reasons make instructors worried about how they can cover the required syllabus. Hence, there is a negative impact on the effectiveness of the motivational teaching strategies.

Regarding the importance of certain MSs, the first theme is creating attractive ideal L2 self which consists of two sub-themes. Those are: 1. inviting role models to the class to talk about their successful experiences, and 2. making students imagine themselves using English in the future. Data reveal that there is a clear division in the participants views. Half of them believe that those strategies are important, and the other half think that they are not important. This discrepancy is because students have not experienced those strategies from their instructors before, and they are not familiar with them.

The second theme is promoting L2 related values which consists of two sub-themes: 1. increasing the amount of English in the class, and 2. reminding students of the benefits of mastering English. All participants stated that it is important to increase the amount of English in the class, but the teacher must resort to Arabic sometimes to explain complex concepts or new vocabulary items. The reason of this finding is that most students in the setting of the study are used to spoon-feed teaching. Handouts with elaborated descriptions are provided for them, and textbooks are rarely used by students. Even if textbooks are used in the classrooms, students keep requesting to provide them with handouts. Students rarely take notes in the class. If they come across unfamiliar words, they ask their teachers to explain their meanings in Arabic. If a teacher tells them 'Look them up', it is highly likely that they would make a complaint against him/her, and the administration would listen to them and inform the teacher about it.

Regarding reminding students of the benefits of mastering English, two participants stated that it is an important strategy; two stated it is important, but it must not be overdone, and two stated it is not important. The reason of this finding is that students are adults who would not like to be treated like children and be given advice every time and then.

Another MS is teacher behaviour which includes four sub-themes. This first one is teacher's enthusiasm when teaching. Five participants stressed the importance of this strategy; this makes this strategy so important. The second sub-theme is informing students about the teacher's reasons of his interest in English. Most of the participants devalued the importance of this strategy. The third sub-theme is showing students the care about their progress. Four participants stressed the importance of this strategy. The fourth sub-theme is informing students about the teacher's willingness to answer their academic questions. Only two participants believe that this is an important MS. From the researcher's practical experience and his observations on the experiences of his colleagues (other instructors), it can be noticed that students usually contact their teachers to get permission for not attending classes. And as mentioned by the first participant, students usually don't ask academic questions even if their instructors encourage them to do.

The above discussion makes it clear that teacher's enthusiasm is the most important strategy in the teacher behavior.

Another MS is goals; it includes two sub-themes. The first is encouraging students to set their learning goals. Four participants stated that this is an MS. The second sub-theme is stating the objectives of each lecture. Similarly, four participants stressed its importance. This makes it clear that the issue of goals is an important aspect which needs to be carefully considered by teachers.

Promoting learner autonomy is another MS which was explored. It consists of two sub-themes. The first is allowing students to assess themselves. Half of the participants rejected the idea of learner autonomy in general. This is because, as stated before, students are used to spoon-feed teaching. Hence, if this strategy is encouraged, it would require more effort from them. The second sub-theme is offering students options about the assessment methods. Three participants mentioned that it is important. This is because that this strategy would give them more freedom in choosing the easiest assessment tools to pass the courses as was mentioned by one participant who devalued the value of this strategy.

Another explored strategy in the study is presenting tasks in a motivating way. All participants believe that presenting tasks in a motivating way is an important MS. This strategy includes two sub-themes. The first is clarifying the objectives of each task. Only one participant spoke about this strategy, and she mentioned that it is not important. The second sub-theme is showing students how to answer tasks. Five participants stressed the importance of this strategy as a motivational tool. This is because showing students how to answer tasks will make it easy for them to do the task, consequently, their self-confidence will be raised, and the issue of self-confidence is a very important aspect for learners as will be discussed in the coming paragraph.

Promoting learner confidence is another MS. It involves two sub-themes. Those are: 1. teachers make their best to reduce students' anxiety of English and 2. informing students about their strengths and abilities. All participants stressed the importance for both strategies for motivating them to learn English.

Learner group is one of the major themes which was found out in the interview data. It includes two sub-themes. The first is offering group work activities. All participants agree that this is an important strategy. The second theme is including in-class group work

assessment in the assessment tools. Looking at the quotes of the participants, it is evident that the fifth participant is a grade-oriented student. Besides, two participants expressed it honestly that this kind of assessment is not motivating in language learning.

The last major theme which was extracted from the interview data is recognizing students' efforts. There are three sub-themes emerging from the major one. The first sub-theme is generosity in rewarding students for motivating them, and the second is rewarding students for participating in activities. All participants stress the importance of these two strategies to boost their self-confidence. The third sub-theme is making sure grades reflect students' effort and hard work. Most of them also state that grades must be given generously, and there are three participants said it clearly that grades must not reflect students' efforts and hard work. This is because, as stated before, most students are grade oriented.

As seen from the above discussion, there are similarities and differences in student participants' perceptions regarding the importance of certain MSs. Some MSs are consensually agreed upon like boosting learners' confidence, creating a pleasant atmosphere in the class, teachers' enthusiasm in the class, and generosity in giving rewards. However, there are differences in the participants' views regarding the importance of some other MSs like creating ideal L2 self, promoting L2 related values, and learner autonomy. These findings support the findings of the previous research by Al Shehri (2013) and the motivational strategies framework which was presented by Williams and Burden (1997) who state that each learner is motivated in a different way.

The third research question is: *What are the teaching motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?*

Students' motivation level to learn English is the first major theme which was extracted from the teacher participants interviews. All of them stated that their students' motivation to learn English is average or below average. The second major theme which emerged from analysing the qualitative data is teachers' strategies to motivate their students. The data show that the common strategies which are used by the teachers are instigating instrumental motivation, relating the taught material to what is being taught, building rapport, group activities, talking about assessments, and traditional teaching methods. Each

one of those strategies was mentioned by at least two participants. Two participants stated directly that they resort to talking about assessment tools to motivate their students because students are mostly grade oriented. This finding is relevant to the motivational self-system (MSS) mentioned in chapter two (see section 2.3.1). The third major theme which emerged from the interviews is the teachers' perceptions about the students' reactions of the currently used MSs. Looking at the data shows that almost all perceptions are general and vague except the data from participant three who makes it clear by stating that only 30% of his students are well motivated with his teaching strategies. These perceptions give the impression that the currently implemented MSs are ineffective for motivating students to learn L2.

When teachers were asked about the importance of certain MSs, the following findings were revealed:

- 1.** Creating ideal L2 self in class is viewed as important for all teachers except one. All agreed that making students imagine themselves using English in the future is important. However, most of them stated that they don't do that frequently. Inviting a role model to the class is viewed as a good MS. Nevertheless, they all stated that they had never done it before. Similarly in her study (2013), Al Shehri states that university teachers in her study setting are not aware of this strategy.
- 2.** Promoting L2 related values by increasing the amount of English in the class and reminding students of the benefits of mastering English is viewed almost similarly by the participants. Most of them mentioned that it is important to increase the amount of English in the class, but resorting to Arabic is a must; otherwise, students would complain of that. Besides, they believe that it is good to remind students about the importance of mastering English, but this must not be done frequently.
- 3.** Teacher behavior is considered as one of the most motivational strategies by all participants. From this theme, four sub-themes emerged from the data:
 - a.** showing enthusiasm when teaching is viewed as very important by all the participants.
 - b.** informing students about the teacher's reasons of his interest in English is important by some participants but it must not be done frequently. Some others consider it not important.

- c. All participants believe that it is important to show students care about their progress.
 - d. All participants stress the importance of showing students the aptitude to answer their academic question.
 - e. Paying attention and listening to each student are considered important strategies, but two participants consider it not applicable with big number of students.
4. Goals are viewed differently by the participants. Two participants believe that it is important to help students set their goals whereas the others consider it not important. Besides, about stating the objectives of each lecture, some participants stated that they do that, but they don't think that it is an important MS.
 5. Promoting learner autonomy is considered by some participants very important. However, they believe that students in the study setting are not well-prepared for this strategy because they are used to spoon-feed teaching. There are two sub-themes with this strategy. The first one is allowing students to assess themselves. Participants have different views in this regard. Some of them consider it important, and others consider it not important because it needs high level students. The same applies to the second sub-theme which is offering students options about the assessment methods. Participants have reservations about this strategy because some of them believe that assessments are usually set by committees of faculty members, and if students are given options about the assessment methods, they would choose the easiest ones to pass the courses.
 6. All participants agree that presenting tasks in a motivating way is an important MS. This strategy includes two sub-themes. Those are clarifying the objectives of tasks and showing students how to answer tasks. All participants except one consider that these are important MS.
 7. Creating a pleasant atmosphere in the class is one the important strategies which was stressed by all participants.
 8. Promoting learner confidence is one the strategies which was agreed upon by all participants. They all believe that reducing students' anxiety of English, informing them about their strengths and abilities, telling them that committing mistakes in the learning

process is a must are all important strategies. The participants stated that they usually did that with their students.

9. Learner group consists of two sub-themes. The first one is offering group work activities. All participants (except one) consider group activities as one of the important MSs. The second sub-theme is including in-class group work as one of the assessment tools. This strategy is not preferable by three participants. This is due to two reasons. The first is that some students in the group sit doing nothing, and the second reason is that students in such assessments are worried about the grades rather than acquiring knowledge.

10. Another major theme which emerged from the teachers' interviews is feedback. This theme involves four sub-themes. The first is giving students positive feedback, appreciating students' progress, providing face-to-face feedback to students about their progress, and monitoring students' progress. Three participants stress the importance of providing positive feedback and they consider it an important MS. One participant mentioned that he cannot provide face-to-face feedback to each student because this would take much time. Similarly, two participants state that they cannot monitor the progress of each student because that would consume considerable time.

11. The last theme which emerged from the data is rewards. It involves three sub-themes. The first one is generosity in giving rewards to motivate students, and the second is rewarding students for participating in activities. All participants agree upon the importance of these strategies. The third sub-theme is making sure grades reflect students' effort and hard work. All participants except one consider that this is an important MS.

The fourth research question is: *What are the discrepancies in views about the importance of certain teaching motivational strategies between students and instructors?*

The first common theme between students' perceptions and teachers' perceptions is the effectiveness of the MSs used by the teachers. As mentioned in section 4.5.3, the analysis of students' data reveal that the currently teaching strategies in the setting of the study are not very effective in motivating students to learn English. This finding is supported by the analysis of the qualitative data regarding teachers' perceptions of the students' reactions to the implemented MSs in section. The analysis of the teachers' data (see section 4.5.5)

gives the impression that the currently implemented MSs are ineffective for motivating students to learn English. It is evident that there is a match between students' perceptions and teachers' perceptions in this regard.

The second common theme is the importance of using certain MSs for motivating students to learn English. It involves 11 sub-themes. The first one is creating an attractive Ideal L2 self. It consists of two sub-themes. The first one is encouraging students to imagine themselves using English in the future, and the second is inviting a successful role model to the class. Students' perceptions reveal that four participants consider that encouraging students to imagine themselves using English in the future is an important MS, and two participants consider it not important. Similarly, four student participants believe that inviting a successful role to the class is an important MS, and two participants consider it not important. On the other hand, teachers' perceptions have almost similar views in this regard. Data reveal that five teacher participants believe that encouraging students to imagine themselves using English in the future is an important MS whereas one participant states that it is not important. Besides, four teachers state that inviting a role model to the class is an important MS and one participant stated that he has never done this before. Teachers' quotes in this regard implicitly reveal that they have never invited any role models to their classes to talk about their successful experiences in learning English. All in all, qualitative data from both students and teachers reveal that creating an attractive ideal L2 self in the EFL classroom is an important MS.

The second sub-theme regarding implementing certain MSs is promoting L2 related values. It involves two sub-themes. Those are increasing the amount of English used in the classroom and reminding students of the benefits of mastering English. Students' perceptions have almost similar views in this regard. All the six student participants believe that it is important to increase the amount of English used in the classroom but switching to Arabic is a must for explaining challenging concepts and certain vocabulary items; otherwise, students would be demotivated. Regarding reminding students of the benefits of mastering English, students have different views. Two participants believe that it is not an important MS, two participants believe that it is important, and two participants believe it is important, but it must not be overdone; otherwise, students would get bored of that. On the other hand, teacher participants similarly have different views about those MSs. Three teacher participants believe that it is important to increase the amount of English used in the classrooms but switching to Arabic is a must sometimes. One

participant considers it not important, and one participant considers it not important, especially with first year students. About reminding students of the benefits of mastering English, two teacher participants consider it not important, and three participants consider it important, but it must not be done frequently, and one participant considers it important. To summarize the importance of promoting L2 related values as a MS in general, both students' and teachers' perceptions show that it is important to increase the amount of English used in the class, but it is important to switch to Arabic occasionally. Besides, it is important to remind students of the benefits of mastering English, but this must not be done frequently; otherwise, students would get bored of it.

The third sub-theme which is relevant to the importance of certain MSs is teacher behavior. It consists of four sub-themes. Those are: 1. showing enthusiasm when teaching, 2. informing students about the reasons of the teacher's interest in English, 3. showing students that the teacher cares about their progress, and 4. showing the teacher's aptitude for answering students' academic questions. Five student participants believe that showing enthusiasm to students when teaching is a very important MS. However, one participant believes that showing enthusiasm to students is not an important MS because that would not change the students' attitudes towards English. Regarding teachers' perceptions about showing enthusiasm, all the six teacher participants stressed the importance of this strategy. The second sub-theme which is relevant to the teacher's behavior is showing students the reasons of the teacher's interest in general. Three student participants believe that this is not an important MS, and three participants mentioned nothing about this. They only stressed the importance of the teacher's behavior in general. Teachers' perceptions in this regard show that three teacher participants believe that informing students about the reasons of the teacher's interest in English is not an important MS whereas two believe that it is important. The third sub-theme which is relevant to teacher behavior is showing students that the teacher cares about their progress. Students' perceptions show that five of them believe that this is an important MS whereas one participant believes that it is not important. Similarly, all the teachers' participants suppose that showing students that the teacher cares about their progress is an important MS. The fourth sub-theme which is relevant to the teacher's behavior is showing students the teacher's aptitude for answering students' academic questions. Only two student participants presented their feedback regarding this theme. They believe that it is an important MS. Regarding teachers' perceptions on this point, all participants agree that this is an important MS. The analysis

of data for both teachers and students show that teacher behavior is one of the most powerful factors for motivating students to learn, and the teacher's enthusiasm in his teaching is the most important aspect in the teacher's behavior.

The fourth sub-theme which is relevant to the important MSs is goals. It consists of two sub-themes. Those are encouraging students to set their learning goals and stating the objectives of each lecture. Students' perceptions in this regard reveal different views. Four student participants believe that it is important to encourage students to set their learning goals whereas one student considers that this is not an important motivational strategy. On the other hand, teacher participants have similarly different views. Three participants believe that it is not important to encourage students to set their learning goals, and the three other participants believe that it is an important MS. Regarding stating the objectives of each lecture, three student participants consider it an important MS while one participant considers it not important. Regarding teachers' views in this regard, all the six teacher participants consider it not an important MSs. However, some of them stated that they usually tell students at the beginning of the lecture its objectives. Therefore, we can consider that there is a big difference in views of both teachers and students regarding the issue of goals as a MS.

The fifth sub-theme relevant to the important MSs is promoting learner autonomy. This theme involves two sub-themes. Those are allowing students to assess themselves and offering students options about the assessment methods. One student participant believes that allowing students to assess themselves is not an important MS. Three student participants reject the idea of promoting learner autonomy. This is because they state that students need the support of their teachers in handling tasks and explaining the material. One student participant believes that learner autonomy cannot be applied to all students, and one participant believes that it is a good strategy, but it must not be overdone. Regarding offering options about the assessment methods, three student participants consider it an important strategy and one believes that it is unimportant. In general, student participants are not in favor of the idea of promoting learner autonomy because as stated before by few teachers, our students are used to the spoon-feeding teaching. On the contrary, most of the teacher participants consider that promoting learner autonomy is an important MS. Four of them believe that allowing students to assess themselves is an important MS and one considers it unimportant. On the other hand, four teacher

participants believe that offering students options about the assessment methods is not an important MS.

Another sub-theme which is relevant to the importance of certain MSs is presenting tasks in a motivating way. It involves two sub-themes. Those are clarifying the objectives of tasks and showing students how to answer tasks. Five student participants suppose that presenting tasks in a motivating way is an important MS. Besides, one student participant considers that clarifying the objectives of tasks is not an important MS. Regarding the beliefs of teacher participants in this regard, all of them consider that clarifying the objectives of task and showing students how to answer tasks are important MSs.

One more sub-theme which is relevant to the important of certain MSs is creating a pleasant atmosphere in the class. All the participants (students and teachers) consider it a very important MS.

Promoting learner confidence is another sub-theme emerging from the data regarding the importance of certain MSs. All student participants believe that this is a very important MS. Similarly, all teacher participants consider this strategy is the most important one for motivating learners to learn a foreign language.

Learner group is one the sub-themes relevant to the importance of certain MSs. It includes two sub-themes. Those are offering group work activities and involving in-class group work as one of the assessment tools. Data reveals that all the student participants consider that group activities are very important for motivating students in the learning process. Similarly, five teacher participants consider it an important MS whereas one teacher has a reservation about it. Regarding including in-class group work as one of the assessment tools, there are discrepancies in the views of both students and teachers. Two student participants consider it an important MS, and another two students believe that it is unimportant. Similarly, two teacher participants consider it important, and three participants consider it unimportant. They justify this by stating that in such an assessment, students are more worried about the grade not learning new information.

Feedback is another sub-theme which is relevant to the importance of certain MSs. Almost all the participants (students and teachers) believe that giving students positive feedback and appreciating students' progress are important MSs. However, one student participant suppose that monitoring students' progress is not recommended because he thinks that if teachers keep on monitoring students' progress, that will make students depend more on

their teachers. Besides, one teacher participant believes that it is not possible to monitor each student's progress with classes of more than 40 students because this would consume considerable time.

The last sub-theme which is relevant to the importance of certain MSs is recognizing students' efforts. It includes three sub-themes. Those are generosity in giving rewards to motivate students, rewarding students for participating in activities, and making sure grades reflect students' effort and hard work. All the student participants agree that recognition of students' hard work and rewarding students for participating in activities are important MSs. Similarly, all teacher participants believe that those are MSs. However, student and teacher participants have different views regarding making sure that grades reflect students' hard work and effort. Student participants generally believe that grades must not reflect students' hard work and effort. Four participants expressed that directly. They suppose that grades must be given generously. Conversely, five teacher participants believe that grades must reflect students' hard work and effort, and they must be granted with impartiality. Only one teacher stated that grades must not reflect students' hard work and effort.

This section presented a discussion of the qualitative findings. The next section will present a comparison of quantitative and qualitative findings.

5.3 Comparison of Quantitative and Qualitative Findings

This section will present a comparison of the quantitative and qualitative study findings for: 1. the students' motivational factors for learning English, 2. students' perceptions regarding the importance of certain MSs, and 3. teachers' perceptions regarding the importance of certain MS.

5.3.1 Students' Motivational Factors for Learning English

This section answers the first research question which is:

What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?

Quantitative findings reveal that learners have different attitudes regarding their perceptions of the factors that motivate them to learn English. Qualitative findings from the six student interviews show that all the participants have a high interest and motivation to learn English. The reason of this discrepancy in these findings is that the student participants who accepted to participate in the interviews have a positive interest and motivation in learning English. More than 60 students declared their approval to participate in the interviews when they filled in the questionnaire. However, when the researcher contacted them to participate in the interviews, many of them expressed their apology for several reasons. Nevertheless, teachers' interviews reveal that students' motivation to learn English is average or below average. Hence, this reinforces the quantitative findings regarding students' interest and motivation to learn English.

The qualitative findings show that two participants want to learn English for pleasure and entertainment. However, all the interview participants consider that English is an important language, and four of them mentioned that they need it for academic and career purposes. Regarding the learning environment, all the participants are generally not satisfied with the teaching methods.

5.3.2 Students' Perceptions Regarding the Importance of Certain MSs

This section answers the second research question of the study which is:

What are the teaching motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?

Descriptive statistics for all the student participants reveal that the most important MSs for students are: 1. the classroom atmosphere, 2. teacher behaviour and 3. learner confidence, learner autonomy, and learner group. Conversely, the least important MSs are: 1. ideal L2 self, 2. L2 related values, and 3. feedback.

Qualitative findings reveal that all participants consider that creating a pleasant classroom atmosphere is an important MS strategy. All the interview participants mentioned that presenting tasks in a motivating way is an important MS. The theme of learner confidence was heavily stressed by all the interview participants. Most of the interview participants

expressed their agreement on the importance of teacher behaviour and learner group. One interview participant has some reservations on the importance of the learner autonomy.

The comparison above reveals that there are no salient divergences between the findings of the quantitative and qualitative parts of the study.

Research on students' perceptions of MSs suggests that there are certain strategies that are perceived as more important than others. Studies have used both qualitative and quantitative research methods to explore this topic, and the results have been largely consistent across different settings and contexts.

One frequently cited study by Dörnyei and Ottó (1998) used a combination of qualitative and quantitative methods to explore the motivational strategies that were perceived as most important by language learners. The researchers conducted focus group interviews with Hungarian university students learning English as a foreign language, and then developed a questionnaire based on the themes that emerged from the interviews. The questionnaire was administered to a larger sample of students, and the results showed that the most important motivational strategies were "creating a pleasant and supportive atmosphere in the classroom" and "building learners' confidence in using the language."

Other studies have similarly found that social factors, such as teacher support and peer interaction, are perceived as important motivators for language learners (Deci & Ryan 1985; Kormos & Csizér 2008). In addition, studies have found that autonomy and choice in the learning process, as well as feedback and recognition of progress, are also important motivational factors for learners (Dörnyei 2001; Kim & Kim 2010).

Overall, both qualitative and quantitative research suggests that students perceive social support, confidence building, autonomy and choice, and feedback and recognition as important motivational strategies for language learning.

5.3.3 Teachers' Perceptions Regarding the Importance of Certain MSs

This section answers the third research question of the study which is: *What are the teaching motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?*

Quantitative findings reveal, on one hand, the most important MSs for teachers are: 1. classroom atmosphere, 2. L2 related values, and 3. teacher behaviour and learner confidence. On the other hand, the least important MSs are: 1. learner autonomy, 2. ideal L2 self, and 3. teaching material. All the participants in the interviews stated that classroom atmosphere is very important. Similarly, all the participants in the interviews stressed the importance of teacher behaviour. All the participants in the interviews mentioned that it is important to increase the amount of English in the class, but they said that they must resort to Arabic sometimes. Besides, they mentioned that it is important to remind students of the benefits of mastering English, but this must not be done frequently. These two themes are relevant to the strategy of L2-related values. All the interview participants mentioned that reducing students' anxiety of English, informing students about their strengths and abilities, and telling them that making mistakes in the learning process is a must are all important MSs.

Research on teachers' perceptions of motivational strategies for language learning suggests that there are certain strategies that are perceived as more important than others. Studies have used both qualitative and quantitative research methods to explore this topic, and the results have been largely consistent across different settings and contexts.

One frequently cited study by Dörnyei and Csizér (1998) used a combination of qualitative and quantitative methods to explore the motivational strategies that were perceived as most important by language teachers. The researchers conducted focus group interviews with Hungarian language teachers, and then developed a questionnaire based on the themes that emerged from the interviews. The questionnaire was administered to a larger sample of teachers, and the results showed that the most important motivational strategies were "creating a positive atmosphere in the classroom" and "encouraging learners to take responsibility for their own learning."

Other studies have similarly found that teacher support, including positive feedback, praise, and encouragement, is perceived as an important motivator for language learners (Deci & Ryan 1985; Williams & Burden 1997). In addition, studies have found that providing learners with autonomy and choice in the learning process, as well as setting achievable goals and providing opportunities for success, are also important motivational factors for learners (Dörnyei 2001; Ryan & Deci 2000).

Overall, both qualitative and quantitative research suggests that teachers perceive creating a positive classroom atmosphere, encouraging learner responsibility, teacher support, autonomy and choice, and goal-setting as important motivational strategies for language learning.

CHAPTER SIX: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Three sections are presented in this chapter. The first section is the conclusions of the study including an overview of the topic, the literature gap, the theoretical framework, the methodology used, the data collection tools, and the key findings. The second section discusses the implications of the study. Finally, recommendations for future research are presented in the third section.

6.1 Conclusions

Learning English as a foreign language has become a trend by many people all over the world because of the importance of this language due to several reasons. It is believed that motivation is the driving force that might lead to success in many cases academically and nonacademically i.e., inside, or outside classrooms. It is a factor which works internally to arouse, direct and integrates a person's behaviour. It is noticed or explained indirectly throughout the individual's behaviour. Additionally, it is the process which is responsible for instigating and sustaining a goal-directed activity. Besides, it is the inner drive, impulse, emotion, or desire that pushes one into a certain action. It has been viewed that even students with excellent learning abilities cannot establish long-term goals without sufficient motivation, nor are teaching strategies or appropriate curricula enough by themselves to ensure students' success. Moreover, MSs have a high importance in sustaining and boosting students' motivation. They are the effects that are intentionally used to gain some organized, efficient and long-term useful outcomes. Both motivation and motivational strategies have a primary role in improving the process of language learning.

There is a scarcity of studies on the issue of higher education L2 learning motivation in the UAE. Therefore, this study contributes to filling the literature gap about L2 learning motivation in the UAE. The findings help teachers focus more on their students' motivational factors; and consequently, they help in tailoring teachers' classes in a way which will be motivating for the learners. Besides, researchers can rely on the findings of this study in their future research. Moreover, policy makers of English language teaching

can get a clear picture about how things go with college students regarding L2 learning motivation.

The purpose of the research is to explore the motivational factors of adult Arab learners of L2 (English) in a private college in Abu Dhabi, and to explore the motivational teaching strategies as perceived by both teachers and students. The concepts of motivational factors and MSs guided this research. The study relied on five theories and models which constitute its theoretical framework. The first theory is the *L2 motivational self-system* theory which was presented by Dörnyei (2005). There are three components involved in this theory which affect L2 learning motivation. Those are: 1. ideal L2 self, 2. ought-to L2 self, and 3. L2 learning incident. The second theory which was utilized in this study is *Gardner and colleagues' theory of L2 learning motivation*. Three well developed areas form Gardner's motivation theory. The first is the construct of the *integrative motivation*; the second is the construct of the *Attitude /Motivation Test Battery* (AMTB), and the third construct is the socio-instructive model. Those three theories form the theoretical foundation on which this study relied on for exploring learners motivational factors for learning English. The third theory in the theoretical framework of the study is the *task theory*. This theory is a contemporary theory developed from *Expectancy-value model of motivation* which is based on viewing human behaviour from a cognitive point of view. There are four elements which are involved in this theory. Those are: 1. *Attainment value* in which the importance of the successful completion of a task or activity is emphasized, 2. *Intrinsic value* in which the pleasure and enjoyment resulted from doing a task is emphasized, 3. *Utility value* addresses the importance of doing a task in fulfilling future plans and demands of an individual, and 4. *Cost* refers to the time and effort exerted by an individual for doing a task. The fourth construct which constitutes the theoretical framework of this study is the *linguistic self-confidence*. This construct was developed by Clément (1980). Clément, Dörnyei and Noels (1994) define linguistic self-confidence as the state of a learner when he has low anxiety with a high perception of his language competence. Two factors are involved in this construct. Those are: 1. anxiety of using a foreign language and 2. perception of competence. This model is important in the study as it was used to explore the motivational strategies that are used to promote the linguistic self-confidence of learners. The final model of the theoretical framework of the study is motivational strategies framework. This model consists of two well-known L2 learning

motivational models which were advanced by Dörnyei (1994) and Williams and Burden (1997). Dörnyei's model (1994) includes three levels namely: 1. language level, 2. learner's level, and 3. language situation level. There are 30 motivational strategies in this framework. Williams and Burden's model (1997) presents another detailed model of L2 motivation. It includes many factors affecting L2 learning motivation. Williams and Burden state that motivation is a multidimensional construct, and each individual is motivated in a different way.

The researcher implemented mixed-method methodology with explanatory-sequential design. Data collection took place in two phases. The first one is the quantitative data collection phase which was done by two questionnaires; one is for students (see appendix two), and another one is for teachers (see appendix three). Part two of the students' questionnaire was adapted from Muslih (2010). It consists of 23 items representing five scales of motivational factors for learning English. Findings in Muslih (2010) research reveal that learners' motivational factors for learning an L2 are influenced by several individual and demographic differences (gender, parents' academic background, district, and instrumentality). Part three of the students' questionnaire and part two of the teachers' questionnaire were adapted from Al Shehri (2013). Each has 30 items representing 12 scales of the teaching MSs. Results from Al Shehri (2013) research show that there are differences in students and teachers' views of how students should be motivated to learn L2. Teachers' questionnaires were given to each teacher by the researcher while students' questionnaires were conducted in their usual class times. The questionnaires were handed over to students by their teachers. Conducting questionnaires took around two weeks to be completed. IBM SPSS Statistics version 23 software was used to analyse questionnaire data. The process of evacuating data collected from the questionnaires on Microsoft Office Excel sheet and analysing the data by SPSS took around three weeks.

The second phase of the data collection was conducted by semi-structured interviews (see appendix four for students and teachers' interview guidelines). Interview guidelines were adapted from Al Shehri (2013) (see appendix 4 for the teachers' and students' interview guidelines). Collecting data from the interviews took around two weeks to arrange the appropriate timings of both the participants and the researcher. Thematic analysis was used to analyse the data collected from the interviews.

This methodology was implemented to answer the following research questions:

1. What are the motivational factors of adult Arab learners of L2 in a private college in Abu Dhabi?
2. What are the teaching motivational strategies, as characterized by students, which may enhance or decrease their motivation in learning L2?
3. What are the teaching motivational strategies, as characterized by instructors of English, which are currently used to boost their students' motivation?
4. What are the discrepancies in views about the importance of certain teaching motivational strategies between students and instructors?

6.1.1 Summary of Quantitative Findings

Findings for the first research question show that learners have different attitudes regarding their perceptions of the factors that motivate them to learn English.

Motivation, interest, and attitudes towards the English language emerge as the primary drivers of motivation for the participants, closely followed by pleasure and entertainment. Conversely, career and academic orientations are regarded as the least significant factors. Meanwhile, the importance of English and positive attitudes towards the learning environment hold a moderate level of importance in terms of motivating students.

The statistics also reveal that students in the health program have the highest level of motivation. Students in the media program have the least motivational level. The statistics also reveal that there are also discrepancies in the perceptions of males and females regarding their motivational factors for learning L2. Inferential statistics for all the scales show that females outscore males. Regarding age, inferential statistics show that there are no significant differences among the three age groups in all the scales except the scale of the importance of English and its modern use where the 18–25-year age group outscores both the 26–35 year and the 36+ year age groups. Regarding nationality, the statistics reveal that non-Emiratis outscore Emiratis in all the scales. However, inferential statistics show that there are significant differences between the two groups in three scales only. Those are: 1. positive attitudes towards the learning environment, 2. importance of English and its modern use, and 3. career and academic orientations.

For the second research question, descriptive statistics for all the student participants reveal that the most important MSs for students are: 1. the classroom atmosphere, 2. presenting tasks in a motivating way, and 3. learner confidence. Regarding the program of study, inferential statistics show that there are significant differences in all the scales except the scale of learner autonomy. Health students outscore both business students and media students in all the scales. Regarding gender, inferential statistics show that males outscore females in the scales of teacher behaviour, classroom atmosphere, learner confidence, and learner autonomy; significant differences are in the scales of teacher behaviour, classroom atmosphere, and learner group. However, results show that females outscore males in the scales of L2 related values, teaching materials, goals, presenting task in a motivating way, feedback, rewards, and ideal L2 self. All statistical differences are significant in those scales. Regarding age, inferential statistics show that there are no significant differences between the three age groups regarding their perceptions. Regarding nationality, inferential statistics show that significant differences between the two groups are for the scales of L2 related values, goals, teaching materials, and ideal L2 self. In all those scales, the non-Emiratis outscore their Emirati counterparts. However, data show that Emirati participants outscore their non-Emirati peers in the scales of teacher behaviour, classroom atmosphere, learner confidence, learner autonomy, and rewards.

For the third research question, descriptive statistics show that the most important MSs for teachers are: 1. classroom atmosphere, teacher behaviour, and L2 related values. Conversely, the least important MSs are: 1. learner autonomy, 2. ideal L2 self, and 3. teaching materials.

For the fourth research question, the inferential statistics reveal that there are significant differences between students and teachers' perceptions in six scales: 1. teacher behaviour, 2. learner group 3. L2 related values, 4. teaching material, 5. presenting tasks in a motivating way, and 6. learner autonomy.

6.1.2 Summary of Qualitative Findings

Analysis of the interviews for the first research question shows that the participants have high interest and motivation to learn English. Their motivational factors for leaning it are

mostly instrumental (future job, academic study, travelling, and doing tasks requiring interaction with non-native speakers of Arabic).

Regarding the second research question, most participants believe that the currently used teaching strategies used by their teachers are not effective in motivating them for learning English. Regarding the importance of certain MSs, the participants agree upon the importance of boosting learners' confidence, creating a pleasant atmosphere in the class, teachers' enthusiasm in the class, generosity in giving rewards, showing students how to answer tasks, and grades must be given generously, and they should not reflect students' hard work and effort. Division in the participants' perceptions is on the strategies of creating ideal L2 self, promoting L2 related values, learner autonomy, and goals.

Qualitative data for the third research question show that all teacher participants believe that their students' motivation to learn English is average or below average. The data show that the MSs which are used by the teachers are instigating instrumental motivation, relating the taught material to what is being taught, building rapport, group activities, talking about assessments, and traditional teaching methods. The teachers' perceptions about the students' reactions of the currently used MSs give the impression that the currently implemented MSs are ineffective for motivating students to learn English. The most important MSs are teacher behaviour, promoting learners' confidence, creating a pleasant atmosphere in the class, feedback, and rewards. The participants have different views about the importance of goals, learner autonomy, creating ideal L2 self, L2 related values, and tasks.

Regarding the fourth research question, both students and teachers believe that the currently used strategies are ineffective for motivating students to learn English. Similarly, students and teachers consider that teacher behavior, classroom atmosphere, boosting learners' confidence are the most important strategies for motivating learners to learn L2.

6.2 Implications

The study findings can add significant views on our perceptions of the issue of L2 learning in Abu Dhabi context. Regarding Dörnyei's (2005) theory of motivational self-system and

Gardner and his colleagues' theory of L2 motivation, students are mostly instrumentally motivated to learn English. The role of integrative motivation was not stressed by the student participants neither in the questionnaires nor the interviews. Regarding the motivational strategies, students are more concerned with constructs of learner autonomy, learner group, and presenting tasks in a motivating way. These findings relate to the task theory, which was developed by Eccles and Wigfield (Wigfield & Eccles 2002; & Eccles 2007) and the motivational strategies framework which was developed by Dörnyei (1994) and Williams and Burden (1997). On the other hand, teachers are more concerned with issues of L2 related values, teacher behaviour, and feedback. These findings relate to the motivational strategies framework which conceptualizes that there is usually a mismatch between students and teachers' perceptions of the MSs.

The study focused on exploring the students' motivational factors for learning English and the discrepancies in the perceptions of both students and teachers on the MSs which can be implemented by the teachers to boost the learners' motivation to learn English. The discrepancy in the views of students and teachers is naturally expected because the goals sought by each category (of participants) are different from the others. The education system in the context of the research is exam based. Teachers are more concerned with covering the course learning outcomes and conducting the assessment tools of the courses. Students are degree and grade oriented. According to the findings of the study, teachers should make a balance between implementing the strategies that motivate their students for a better class participation and interaction and achieving the course learning outcomes. Moreover, the findings recommend that teachers should consider what motivate students rather than thinking only about what teachers believe is motivating. The aspects of social interactive learning, learners' needs, ideal L2 self, learner autonomy, learning experience, and L2 motivational factors should be more considered by teachers. This can be achieved by conducting open dialogues with students or in the form of a short questionnaire. All of these can get genuine beliefs from students about what can boost their L2 learning motivation.

Implications for teachers' training should also be considered. It seems that teachers have good knowledge and experience about the course content and class management. However, initial and ongoing training for teachers about the use of English for social interaction must be conducted. Teachers' training on how students can be motivated is necessary rather than

focusing only on students' academic achievement. Training must inform teachers that their own views for motivating students to learn L2 are not necessarily the same for students.

The study findings suggest some implications for policy makers in the UAE about English learning. More flexibility is to be given to teachers to modify the curriculum and particularly the course learning outcomes. In the study setting, this process is complicated, and it must undergo a long process requiring approvals from the CAA. Number of students in the classes of English courses should be reduced as several teachers who participated in the interviews stated that certain MSs cannot be applied with classes of big numbers.

6.3 Recommendations for Future Research

In the context of the UAE, further investigation on the issues of L2 learning motivation is to be conducted with more private and government higher educational institutions. Moreover, research on L2 learning motivation is recommended for primary, secondary, and high school students and to be compared with L2 learners' motivation in higher education. A comparison among the participants of those institutions regarding their motivational factors for learning English and the MSs which can be implemented to promote learners' motivation is to be conducted. Besides, longitudinal research is recommended to measure the temporal motivation for students. Moreover, students' learning motivation for learning English is to be compared with learning other skills such as math and information technology skills. Furthermore, issues of goals, learner autonomy, ideal L2 self are to be investigated from both teachers and students. This is because these constructs in this study have low importance from either the teachers or students or both. Another recommendation for further research is regarding how policy makers in the UAE can have an influence on teachers' MSs and students' reactions on those strategies.

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APPENDICES

Appendix One: Research letter



11/21/2018

To Whom It May Concern

This is to certify that Mr. Shehab A. R. Abbas with Student ID number 2015121140 is a registered part-time student in the Doctor of Education offered by The British University in Dubai since September 2015.

Mr. Abbas is currently collecting data for his research (Exploring College Students' English Language Learning Motivation).

He is required to gather data through conducting interviews and questionnaires that will help him in writing the final research. Your permission to conduct his research in your organisation is hereby requested. Further support provided to him in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Mr. Abbas's request.

Yours sincerely,



Dr. Amer Alaya
Head of Academic and Student Administration

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Appendix Two : Student questionnaire (English version)

Informed consent (Questionnaire)

The title of the study: Exploring College Students' English Language Learning Motivation and Their Teachers' Motivational Strategies

Name: Shehab Abbas

You are invited to consider participating in this research study which explores college students' English language learning motivation and their teachers' motivational strategies. You will need to answer a questionnaire. 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 four parts. The first part includes general questions (such as age, gender, and nationality). The second part is about your motivational factors for learning English. The third part is about your perceptions of the motivational teaching strategies. And the last part invites you to participate in an interview.

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 dissertation conducted at the British University in Dubai, UAE.

If you have any questions about the research study, please contact me at my email address 2015121140@student.buid.ac.ae

Researcher name: Shehab Abbas

I have read the information about the study.

➤ Signature

➤ Date:

Part One: General Information

Instruction: Please provide the following information by ticking (✓)

1. Age: ☐ 18- 25 ☐ 26-35 ☐ 36+

2. Nationality: ☐ Emirati ☐ Other

3. Gender: ☐ Female ☐ Male

4. In which academic program are you studying or planning to study?

☐ Media ☐ Business ☐ Health Sciences

5. Is your future academic program, in which you are studying or planning plan to study, taught in English?

☐ Yes ☐ No

Part Two: Students' Motivational Factors for Learning English

Choose the best option that describes your opinion.

		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1.	I am interested in the English language.						
2.	I am interested in learning English.						
3.	I study English only because it is an obligatory school subject.						
4.	I like it when the teacher talks to us in English.						
5.	I would like to meet people who speak English.						
6.	In the English lesson I pay close attention to the activities that the teacher tells us to do.						
7.	English is sign of an educated person.						
8.	In general, I do very well in English.						
9.	In general, I find learning English is fun.						
10.	I think English is a nice language.						
11.	I want to learn English because English is a language that many people in the world speak and nowadays you must be able to speak it.						
12.	I want to learn English to understand things written in English from everyday life like notices, advertisements, t-shirts, brand names, etc.						
13.	I want to learn English to be able to answer if a tourist talks to me in English.						
14.	I want to learn English to be better trained for the future.						
15.	I want to learn English to use computers and surf the net.						

16.	I want to learn English because I want to read books in English.						
17.	I want to learn English because I will need it in the job I would like to have.						
18.	I want to learn English because I will need it in university studies.						
19.	I want to learn English to have more job opportunities.						
20.	I want to learn English because I want to be able to understand the songs that I like.						
21.	I want to learn English so I can watch movies without translation in original version.						
22.	I want to learn English because I am interested in being able to interact with people from other countries.						
23.	I want to learn English to travel abroad for touristic reasons during vacations.						

Part Three: Teaching Strategies Used to Motivate Students

Instruction: Following is a list of teaching strategies which can be used by English teachers in classrooms. Please choose an answer that best describes your level of agreement or disagreement with each practice in terms of motivating you to learn English.

	An English teacher should:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1.	be enthusiastic when teaching English.						
2.	inform students about the reasons for his/her interest in English.						
3.	show students that he/she cares about their progress.						
4.	show students his/her aptitude for answering their academic questions.						
5.	pay attention and listen to each student.						
6.	create a pleasant atmosphere in the classroom.						
7.	offer group work activities.						
8.	include in-class group work as one of the assessment tools.						
9.	increase the amount of English used in the classroom.						
10.	remind students of the benefits of mastering English.						

11.	consider students' academic and work needs.						
12.	relate the taught material to the students' life experiences.						
13.	encourage students to set their learning goals.						
14.	state the objectives of each lecture.						
15.	clarify the objective of tasks.						
16.	show students how to answer tasks.						
17.	make his/her best to reduce students' anxiety of English.						
18.	inform students about their strengths and abilities.						
19.	inform students that committing mistakes is a must in the learning process.						
20.	allow students to assess themselves.						
21.	offer students options about the assessment methods.						
22.	give students positive feedback.						
23.	appreciate students' progress.						
24.	provide face-to face feedback to students about their progress.						
25.	monitor students' progress.						
26.	be generous in giving rewards to motivate students.						

27.	reward students for participating in activities.						
28.	make sure grades reflect students' effort and hard work.						
29.	encourage students to imagine themselves using English in the future at work, their study and when travelling abroad.						
30.	invite successful role models to class.						

Part Four: Interview

Instruction: you are invited to participate in an interview which will be about your motivational factors for learning English and the teaching strategies 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 voice- recorded.

If you are willing to participate in the interview, please write the following information. Otherwise, you can leave it blank.

Name:

Email:

Mobile Number:

Appendix Three: Teacher questionnaire

Informed consent

The title of the study: Exploring College Students' English Language Learning Motivation and Their Teachers' Motivational Strategies

Name: Shehab Abbas

You are invited to consider participating in this research study which explores college students' English language learning motivation and their teachers' motivational strategies. 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 a follow up interview, you can write your contact details at the end of the questionnaire.

The questionnaire consists of three parts. The first part includes general questions (such as age, gender, and nationality). The second part is about your perceptions of the motivational teaching strategies. And the last part invites you to participate in an interview.

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 dissertation conducted at the British University in Dubai, UAE.

If you have any questions about the research study, please contact me at my email address 2015121140@student.buid.ac.ae

Researcher name: Shehab Abbas

I have read the information about the study.

- Signature
- Date:

Part One: General Information

Instruction: Please provide the following information by ticking (✓) in the box or write in the blank space.

1. Age:

☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 60+

.....

2. Nationality :

3. Gender : ☐Female ☐ Male

4. Your last academic degree :

☐ Bachelor ☐ Master ☐ PhD

5. How long have you been teaching English?

☐ Less than one year ☐ From 1 to 5 years ☐ From 6 to 10 years ☐

From 11 to 15 years ☐ More than 15 years

Part Two: 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 your students to learn English.

An	English teacher should:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1.	be enthusiastic when teaching English.						
2.	inform students about the reasons for his/her interest in English.						
3.	show students that he/she cares about their progress.						
4.	show students his/her aptitude for answering their academic questions.						
5.	pay attention and listen to each student.						
6.	create a pleasant atmosphere in the classroom.						
7.	offer group work activities.						
8.	include in-class group work as one of the assessment tools.						
9.	increase the amount of English used in the classroom.						
10.	remind students of the benefits of mastering English.						
11.	consider students' academic and work needs.						
12.	relate the taught material to the students' life experiences.						

13.	encourage students to set their learning goals.						
14.	state the objectives of each lecture.						
15.	clarify the objective of tasks						
16.	show students how to answer tasks.						
17.	make his/her best to reduce students' anxiety of English.						
18.	inform students about their strengths and abilities.						
19.	inform students that committing mistakes is a must in the learning process.						
20.	allow students to assess themselves.						
21.	offer students options about the assessment methods.						
22.	give students positive feedback.						
23.	appreciate students' progress.						
24.	provide face-to face feedback to students about their progress.						
25.	monitor students' progress.						
26.	be generous in giving rewards to motivate students.						
27.	reward students for participating in activities.						
28.	make sure grades reflect students' effort and hard work.						
29.	encourage students to imagine themselves using English in the future at work, their study and when travelling abroad.						
30.	invite successful role models to class.						

Part Three: Future Interview

Instruction: you are invited to participate in an interview which will be about the teaching strategies 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. It will 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:

Mobile number:

Email:

* Thank you for your participation

Appendix Four: Teacher and student interview guidelines

Teacher interview guidelines

1. How do you usually describe your students' motivation to learn English?
2. Tell me about the teaching strategies you use when you want to motivate your students?
3. How do your students react to your motivating teaching strategies?
4. Tell me how important are the following motivational teaching strategies? Why?
 - A. Creating attractive Ideal L2 self
 - B. Promoting L2 related values
 - C. Teacher behavior
 - D. Goals
 - E. Promoting learner autonomy
 - F. Presenting tasks in a motivating way
 - G. Creating a pleasant classroom atmosphere
 - H. Promoting learner confidence
 - I. Learner group
 - J. Feedback
 - K. 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. What motivates you to study English?
3. Tell me about the teaching strategies your teacher uses to motivate students?
4. Tell me how important are the following motivational teaching practices? Why?
 - A. Creating attractive Ideal L2 self
 - B. Promoting L2 related values
 - C. Teacher behavior
 - D. Goals
 - E. Promoting learner autonomy
 - F. Presenting task in a motivating way
 - G. Creating a pleasant classroom atmosphere
 - H. Promoting learner confidence
 - I. Learner group
 - J. Feedback
 - K. Recognize student efforts
5. Is there anything you want to add?

Appendix Five: Student Questionnaire (Arabic Version)

عنوان الدراسة: استكشاف دوافع تعلم اللغة الإنجليزية لطلبة الكليات واستراتيجيات معلمهم التحفيزية

إسم الباحث: شهاب عباس

أنت مدعو للمشاركة في هذه الدراسة البحثية التي تستكشف دوافع تعلم اللغة الإنجليزية لطلبة الكليات واستراتيجيات معلمهم التحفيزية. سوف تحتاج إلى الإجابة على استبانة. إنها ليست اختباراً، لذلك لا توجد إجابات "صحيحة" أو "خاطئة" ولا داعي لكتابة اسمك، يرجى إعطاء إجابتك بصدق، فهذا فقط سوف يضمن نجاح هذه الدراسة.

إن مشاركتك في هذا البحث اختيارية. إذا قررت المشاركة، فلا يزال بإمكانك الانسحاب في أي وقت ودون إبداء أي أسباب. لن يكون قرار المشاركة أو عدم المشاركة في الدراسة أي تأثير على علامتك وتقييماتك.

ستشمل مشاركتك إكمال الاستبانة وسوف تستغرق العملية حوالي 20 دقيقة. ستكون إجاباتك سرية، ولن نقوم بجمع معلومات تعريف مثل اسمك وعنوان بريدك الإلكتروني. ومع ذلك، إذا كنت على استعداد للمشاركة في مقابلات المتابعة، يمكنك كتابة تفاصيل الاتصال الخاصة بك في نهاية الاستبانة.

تتكون الاستبانة من أربعة أجزاء. الجزء الأول يتضمن أسئلة عامة (مثل العمر والجنس والجنسية). الجزء الثاني يدور حول العوامل التحفيزية لتعلم اللغة الإنجليزية. الجزء الثالث يدور حول تصوراتك عن استراتيجيات التدريس التحفيزية. والجزء الأخير يدعوك للمشاركة في مقابلة المتابعة.

ستبقى المعلومات الواردة في سجلات الدراسة سرية. سوف يتم تخزين البيانات بشكل آمن وسيتم إتاحتها للباحث فقط. لن يُطلب منك كتابة اسمك في الاستبانة. بعد إتمام البحث، سيتم إتلاف جميع الاستبيانات وتسجيلات المقابلات. لن يتم كتابة اسمك أو أي تفاصيل اتصال على محاضر المقابلة. بالإضافة إلى ذلك، ستتم إزالة أو تغيير أي تفاصيل من المحتمل أن تحدد هويتك.

سيتم استخدام نتائج الدراسة في أطروحة الدكتوراه الخاصة بي. بالإضافة إلى ذلك، يمكن تقديم نتائج الدراسة في المؤتمرات الأكاديمية والمجلات الأكاديمية.

هذه الدراسة جزء من أطروحة دكتوراه أجريت في الجامعة البريطانية في دبي، الإمارات العربية المتحدة.

إذا كان لديك أي أسئلة حول الدراسة البحثية، يرجى الاتصال بي على عنوان بريدي الإلكتروني أدناه:

2015121140@student.buid.ac.ae

لقد قرأت المعلومات حول الدراسة.

☐ التوقيع

☐ التاريخ:

الجزء الأول: معلومات عامة

تعليمات: يرجى تقديم المعلومات التالية بوضع علامة (√) في المربع.

1. العمر: ☐ 25-18 ☐ 35-26 ☐ 36+
2. الجنسية: ☐ إماراتي ☐ غير إماراتي
3. الجنس: ☐ ذكر ☐ أنثى
4. في أي من البرامج الأكاديمية تدرس حالياً أو تخطط للدراسة مستقبلاً؟
☐ قسم الإعلام ☐ قسم إدارة الأعمال ☐ قسم العلوم الصحية
5. هل ستكون الدراسة في البرنامج الأكاديمي الذي تدرس فيه حالياً أو تخطط للدراسة به مستقبلاً باللغة الإنجليزية؟ ☐ نعم ☐ لا

الجزء الثاني: عوامل تحفيز الطلاب لتعلم اللغة الإنجليزية

اختر الخيار الأفضل الذي يصف رأيك.

	لا أوافق بشدة	لا أوافق	لا أوافق نوعاً ما	أوافق نوعاً ما	أوافق	أوافق بشدة
1.						أنا مهتم باللغة الإنجليزية.
2.						أنا مهتم بتعلم اللغة الإنجليزية.
3.						أنا أدرس اللغة الإنجليزية فقط لأنها مادة دراسية إلزامية.
4.						يعجبني عندما يتحدث المعلم إلينا باللغة الإنجليزية.
5.						أود مقابلة أشخاص يتحدثون الإنجليزية.
6.						في درس اللغة الإنجليزية، أولي اهتماماً شديداً للأنشطة التي يطلب منا المدرس القيام بها.
7.						اللغة الإنجليزية هي علامة على شخص متعلم.

						بشكل عام، أجد اللغة الإنجليزية جيداً.	8.
						بشكل عام، أجد أن تعلم اللغة الإنجليزية ممتع.	9.
						أعتقد أن اللغة الإنجليزية لغة جميلة.	10.
						أريد أن أتعلم اللغة الإنجليزية لأن اللغة الإنجليزية هي لغة يتحدث بها الكثير من الناس في العالم ويجب أن تكون قادرًا على التحدث بها في الوقت الحاضر.	11.
						أرغب في تعلم اللغة الإنجليزية لفهم الأشياء المكتوبة باللغة الإنجليزية من الحياة اليومية مثل الإشعارات والإعلانات والقصص وأسماء العلامات التجارية وما إلى ذلك.	12.
						أريد أن أتعلم اللغة الإنجليزية لأتمكن من الإجابة إذا تحدثت معي باللغة الإنجليزية.	13.
						أريد أن أتعلم اللغة الإنجليزية لكي أتدرب بشكل أفضل في المستقبل.	14.
						أريد أن أتعلم اللغة الإنجليزية لاستخدام الكمبيوتر وتصفح	15.

						الإنترنت.	
						أريد أن أتعلم اللغة الإنجليزية لأنني أريد قراءة الكتب باللغة الإنجليزية.	16.
						أريد أن أتعلم اللغة الإنجليزية لأنني سأحتاجها في الوظيفة التي أرغب في الحصول عليها.	17.
						أريد أن أتعلم اللغة الإنجليزية لأنني سأحتاجها في الدراسة الجامعية.	18.
						أرغب في تعلم اللغة الإنجليزية للحصول على المزيد من فرص العمل.	19.
						أريد أن أتعلم اللغة الإنجليزية لأنني أريد أن أكون قادرًا على فهم الأغاني التي أحبها.	20.
						أرغب في تعلم اللغة الإنجليزية حتى أتمكن من مشاهدة الأفلام بدون ترجمة في النسخة الأصلية.	21.
						أريد أن أتعلم اللغة الإنجليزية لأنني مهتم بأن أكون قادرًا على التفاعل مع أشخاص من بلدان أخرى.	22.
						أرغب في تعلم اللغة الإنجليزية للسفر إلى الخارج لأسباب سياحية أثناء الإجازات.	23.

الجزء الثالث: إستراتيجيات التدريس المستخدمة لتحفيز الطلاب

التعليمات: فيما يلي قائمة باستراتيجيات التدريس التي يمكن لمعلمي اللغة الإنجليزية استخدامها في الفصول الدراسية. يرجى اختيار إجابة تصف على أفضل وجه مستوى موافقتك أو عدم موافقتك مع كل ممارسة من حيث تحفيزك على تعلم اللغة الإنجليزية.

يجب على مدرس اللغة الإنجليزية:	لا أوافق بشدة	لا أوافق	لا أوافق نوعاً ما	أوافق نوعاً ما	أوافق	أوافق بشدة
1. أن يكون متحمساً عند تدريس اللغة الإنجليزية.						
2. أن يخبر الطلاب بأسباب اهتمامه باللغة الإنجليزية.						
3. أن يظهر للطلاب أنه يهتم بتقديمهم في المستوى الأكاديمي.						
4. أن يظهر للطلاب استعداداه للإجابة على أسئلتهم الأكاديمية.						
5. أن ينتبه ويستمع إلى كل طالب.						
6. أن يخلق جواً لطيفاً في الفصل الدراسي.						
7. أن يقدم أنشطة العمل الجماعي.						
8. أن يقوم بإدخال العمل الجماعي داخل الفصل كأحد أدوات التقييم.						
9. أن يقوم بزيادة كمية اللغة الإنجليزية المستخدمة في القاعة الدراسية.						
10. أن يذكر الطلاب بفوائد إتقان اللغة الإنجليزية.						
11. أن يأخذ بنظر الاعتبار احتياجات الطلاب الأكاديمية والمهنية.						
12. أن يربط المواد التي يتم تدريسها بتجارب الطلاب الحياتية.						

						13.	أن يشجع الطلاب على تحديد أهدافهم التعليمية.
						14.	أن يحدد أهداف كل محاضرة.
						15.	أن يوضح الهدف من المهام.
						16.	أن يوضح للطلاب كيفية الإجابة على المهام.
						17.	يبدل قصارى جهده لتقليل قلق الطلاب من اللغة الإنجليزية.
						18.	أن يخبر الطلاب عن نقاط قوتهم وقدراتهم.
						19.	أن يخبر الطلاب أن ارتكاب الأخطاء أمر لا بد منه في عملية التعلم.
						20.	أن يسمح للطلاب بتقييم أنفسهم.
						21.	أن يقدم خيارات للطلاب حول طرق التقييم.
						22.	أن يعطي الطلاب ملاحظات إيجابية.
						23.	أن يثمن تقدم الطلاب الأكاديمي.
						24.	أن يقدم ملاحظات وجهاً لوجه للطلاب حول تقدمهم الأكاديمي.
						25.	أن يقوم بمراقبة تقدم الطلاب.
						26.	أن يكون كريماً في منح المكافآت لتحفيز الطلاب.
						27.	أن يكافئ الطلاب على المشاركة في الأنشطة.
						28.	أن يتأكد من أن الدرجات تعكس جهد الطلاب وعملهم الجاد.
						29.	أن يشجع الطلاب على تخيل أنفسهم وهم يستخدمون اللغة الإنجليزية في المستقبل في العمل ودراستهم وعند السفر إلى الخارج.
						30.	أن يقوم بدعوة قذوات ناجحة إلى الصف.

الجزء الرابع: المقابلة

التعليمات: أنت مدعوا للمشاركة في مقابلة والتي ستكون حول العوامل التحفيزية والتي يمكن استخدامها لتحفيز الطلاب في فصول اللغة الإنجليزية. المقابلة مهمة جداً لدعم نتائج الإستبانة، وستضيف مشاركتك بيانات مهمة جداً إلى الدراسة. ستكون المقابلة باللغة العربية، وتستغرق حوالي 30 دقيقة، وسيتم تسجيلها صوتياً.

إذا كنت ترغب في المشاركة في المقابلة، يرجى كتابة المعلومات التالية. خلاف لذلك، يمكنك تركها فارغة.

الاسم:

البريد الإلكتروني:

رقم الهاتف المحمول:

Appendix Six: Students' interview transcripts

Participant 1 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	30
Nationality	Emirati
Gender	Male
Major of study	Business
English level	Upper intermediate (6.5 score in Academic IELTS)

I am highly motivated in learning English. What motivates me to study English is basically my work. To get promoted at my work, my level of English must be high. Besides, I need English in my academic study and when travelling. Our English teacher gave us a list of vocabulary items then a task was given to fill in the blanks the missing words. That strategy was not very motivating. We learned new vocabulary items but as a strategy it was not very motivating. The teacher was starting the class speaking in English. He gave us examples from the English culture. This was what he did to let us enter the atmosphere of the lecture. However, I don't think these strategies were very influential in providing us with motivation. In English 1 course, the focus was on reading and writing. Those strategies are probably used for improving our reading and writing skills but for speaking and listening I don't think so. Maybe from the point of view of the instructor, those are good motivational strategies. It is important that the teacher promotes L2 related self. Making students imagine themselves speaking English in the future motivates students to learn English. Inviting successful role models to the class is an important motivational strategy because students will learn from the experience of others. That role model would probably talk about the barriers he/she encountered and how he/she succeeded in overcoming them. Also using this strategy would help change the atmosphere of the class. Promoting L2 related values is an important motivational strategy. However, increasing the amount of English used in the class is important but still the teacher needs to resort to Arabic to make things clear to those students whose English level is not high. Reminding students of the benefits of mastering English is an important motivational strategy. This will motivate students to learn the language. Teacher behaviour is a very motivational strategy. Showing enthusiasm when teaching is important to raise students' spirits. Showing students, the teacher's interest in English is not very important. It is important that the teacher tells students the benefits of mastering English. It is not important that the teacher shows students that he cares about their progress because this might have a

negative effect on students. This might make students depend more on the teacher. If the teacher keeps on reminding students of their exam dates and assignment submission deadlines, students will get used to that. This would result in less self-independence from students. Self-independence is an important quality students must develop. It is important that the teacher shows students that he is willing to answer their academic questions. This motivates students; however, we, the students, don't usually ask questions after the teacher tells us if anybody has any questions. I don't know if there are any other ways to make students ask questions. Maybe if the teacher talks about an interesting subject, then let students talk about it, only after that he can probably instigate some questions from them. In most classes I attend, students rarely ask questions. I sometimes have a question, but I remember it just after the class. It is important that a teacher pays attention and listens to each student because every student would feel of his importance in the class. The feeling of self-importance by itself is a good motivator. If you want to motivate someone, you must make him feel that he is important. Promoting students to set their learning goals is an important motivational strategy because if you encourage them to achieve a certain goal; for instance, to get a score of 6 or 7 in the IELTS test or to improve their English accent, that is something motivating. Teachers must tell students that their goal is to achieve a learning goal and not only to get the academic degree. Stating the objectives of the lecture is an important motivational strategy. This is because maybe there are lectures which are heavy with learning material (for example 20 or 30 slides). Hence, when you state two or three objectives in the beginning of the class, the student would be able to relate the information to those objectives. However, a few students would be able to do that. Stating the lecture objectives may represent a road map to the students. I don't think that promoting learner autonomy is an important motivational strategy because if learner autonomy is promoted, learning outcomes may not be achieved. Students usually choose the easiest routes with the least effort to pass the courses. Allowing students to assess themselves is not an important motivational strategy because I feel that the assessor must have one criterion for assessing all students. Offering students options about the assessment tools is not an important motivational strategy. It is better that the college faculty members specify the assessment tools because they know better which assessment tools the best are to achieve the learning outcomes. Presenting tasks in a motivating way is an important motivational strategy. The most important motivational strategy is to clarify to students what material is the most important for the exam. Clarifying to students how to answer tasks is an important motivational strategy because it makes things easy to students then that would be motivating to students to learn. Creating a pleasant atmosphere in the class is an important motivational strategy because that would improve the moods of students. It will make students talk more and engage in the class. So, students' speaking skills will be better. Promoting student' confidence is a very important motivational strategy because most students struggle with this issue which is self-confidence. Students have a big fear of English. Maybe a student has strengths, but he doesn't know them. Fear is a demotivator. A student might have little amount of English knowledge and he can start with it, but because of fear or lack of self-confidence he withdraws. Hence, if the student's self-confidence is raised, this will be a very powerful motivator. Offering group activities is

a very important motivational strategy activity. Group activities motivate students to learn. We know each other when we do activities in a group. Including in-class group work as an assessment tool is a very important motivational strategy because first, it motivates students to work in a group. Second, it pushes us to open the MOODLE and see what is there in the handouts. We start searching information that relates to the question. This experience makes doing exams easier because when we find the information during the in-class group assessment, that information would be fixed in our minds, so it will be easier to remember during exams. Finally, we will have a good idea about how the question regarding certain information is asked. Providing positive feedback is an important motivational strategy because students like to hear positive words. Face to face positive feedback is good but it is better to be by writing through MOODLE messaging. Monitoring students' progress is not an important motivational strategy because I believe that if the teacher himself interferes in the student's progress, the student will rely more on the teacher. Recognizing students' effort is important because it motivates students to learn as it boosts their self-confidence. Providing discounts of courses' fees for high achievers is a powerful motivational technique. Making sure that grades reflect students' hard work and effort is not an important motivational strategy this is because there is a strong chance of making a negative reaction on the teacher and the college. Eventually, we are all human beings, and we might not do well in all aspects of life. There must be a compromise from both parties i.e., the teacher and the student. A teacher must be generous in granting grades to students to motivate them in their learning process.

Participant 2 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	19
Nationality	Palestinian
Gender	Female
Major of study	Business
English level	Intermediate (500 score TOEFL)

I like studying English a lot. I am so motivated in the English classes. I feel more motivated when I see my peers in the class with high confidence in English. I want to be at the same level as them. I know that my major courses will be in English, so that motivates me to improve my English skills because learning major courses in English will require less time

and effort if my English level is high. In the future, if I want to get a job, I will need strong English communication skills. Interacting with foreigners also requires good communication skills. I need to understand texts written in English like prescriptions and received emails. I feel I need English a lot when I am in a trouble; for example, it happened that when one of my family members was taken to the hospital and I went with him. I could communicate well with hospital staff in the emergency section. The teachers let us do many oral presentations. I feel that doing oral presentations motivates me a lot for learning English. Besides, teachers arranged group activities, and the teacher herself arranged the groups. I like group activities and I feel they motivate me to learn English. I practiced a lot before doing oral presentation. My reaction in the group activities was very well. I felt so proud when I did well in an activity. It is not important to make students imagine themselves using. I believe that as a college student must know in advance the importance of mastering English. I feel it is motivating to invite a role model in the English class, because that role model would motivate us to learn English based on his or her successful experiences in improving his/her English skills. This is especially, important if that role model was not a very high achiever before improving his or her English skills. That would motivate us a lot to learn English. There is no point of reminding students of the benefits of mastering English because we are college students, and we must know those benefits. It is important that the teacher increases the amount of English used in the class; however, there are sometimes points which need to be made clear in Arabic. There are unfamiliar words which need to be explained by the teacher in Arabic. If the teacher keeps talking in English for the whole lecture, that will demotivate me. Teacher's behavior is so important as a motivational activity. The teacher is responsible for making students hate or love the subject. If I love the subject, I will be motivated to learn in. I don't think that talking about learning goals is an important motivational strategy. However, talking about future goals is important to motivate students to learn. I don't think that promoting learners' autonomy is an important motivational strategy because learners need help from others in doing an assignment or explaining material in PowerPoint slides. Yes, it is very important to present tasks in a motivating way. This is especially true to focus more with the instructor, and if the instructor tells us that the activity can be done by all of us. It is very important to create a pleasant atmosphere in the class so that everybody will be in a good mood. This will result in providing motivation to learn. It is important for the teacher to reduce the anxiety of English and to remind students that committing mistakes is part of the learning process. This would enhance their self-confidence, so students will have more motivation to learn the language. It is good to arrange group work activities so that students will be more engaged in the work being done and feel excited if one is working on the activity and the others are trying to understand how things go. Recognizing students' effort is an important motivational strategy. All people love to be rewarded for the work they do whether it is good or bad. Grades are a very important motivational tool which enhances self-confidence and let the student feel proud of herself.

Participant 3 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	18
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Nationality	Somali
Gender	Male
Major of study	Health Science
English level	Upper intermediate (6.5 score in Academic IELTS)

I feel motivated to learn English. I like to learn new vocabulary items. I want to learn English because I need it when travelling, future job, and interacting with non-native speakers of Arabic. About the teaching strategies our English teacher used in the class are reading passages, and vocabulary items to be used in our everyday life. The words were easily memoizable. He let us work in groups to do the tasks. He used role playing to relate the vocabulary items to the situation. The issue of making students imagine themselves using English in the future depends on the students themselves. I think that there is no need from the side of the teacher to encourage students to imagine themselves using English in the future because at the end of day it is the students' future, and they must know better about their self-benefits. I don't think that inviting a role model to the class would be a good strategy because I believe that there are many students who think that they won't be better than the role model. Maybe it is better to let one role model from inside the class to talk about his successful experience. It is important to increase the amount of English used in the classrooms because the teacher is a role model of the students; however, it is preferable to resort to Arabic to explain concepts and information which are incomprehensible. Then the teacher must switch to English immediately. It is important to remind students of the benefits of mastering English to a certain and not big extent because if the teacher keeps talking about the benefits of mastering English, students will get bored of that. It is not important that the teacher be enthusiastic when teaching English because I believe that would not change the students' attitudes towards English in general. It is not very important for the teacher to tell his/her students about the reasons for his/her interest in English because that again would not change students' points of views regarding English. It is important for the teacher to inform them about their progress because that will motivate students to study more. It is important that the teacher informs his students that he can answer all their academic questions so that students can know their mistakes and improve their skills. It is important that the teacher is a good listener to all students. This is because focusing only on one student will demotivate other students and those other students would feel they are being neglected. It is important that teachers encourage students to set their learning goals so that students would be more motivated to achieve those goals. It is important that the teacher states the objectives of the class because when students know what they are going to learn today in the lecture that would make them have a good idea about the learning outcomes. I don't think that promoting learner autonomy is an important motivational strategy because I feel that the assessment questions should be given from the teacher himself/herself. Offering options about the assessment methods to the students is an important motivational strategy because students will exert more effort in the assessments to get higher grades. Presenting tasks in a motivating way is an important motivational activity because that will make students know how to do the tasks more easily. Creating a pleasant classroom atmosphere in the class is an important motivational strategy because that will create a good learning environment. Promoting

learners' confidence is an important motivational strategy because when students have high confidence in themselves, they would be more motivated to learn the language. Offering group work activities is an important motivational strategy because students will be engaged with each other to do the tasks and that would result in more motivation to learn new concepts. Rewarding students for their achievements in activities whether in behavioral praise or grades is a very important motivational strategy because that would boost their self-confidence, and consequently they will be more motivated to learn.

Participant 4 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	20
Nationality	Sudanese
Gender	Female
Major of study	Health Science
English level	Upper intermediate (6 score in Academic IELTS)

In general, I feel highly motivated to learn English. I have never entered any English classes and saw interesting teaching strategies. I learn English from movies, books, and YouTube videos. Any unfamiliar words I read in the social media or anywhere else I try to look it up. Currently where we go anywhere, one must be able to know English. This language has a big demand everywhere, in jobs, our personal life, almost all people who we interact with don't speak Arabic, so we are forced to speak English with them. The teacher let us all participate in group activities then she let each student participate in the activity. She tried to ensure that everyone had participated. She did not allow anyone in the class to sit doing nothing. When an activity was given, she gave five minutes then she listened to what we did. I really like that strategy. It is important that the teacher encourages students to imagine themselves using English in the future because if students want to have a career in the future, that will motivate them to learn words that are relevant to their majors. I feel that inviting a role model to the class is something good, but the experience of the role model is different from my personal experience. Hence, I feel I won't make use of the experience of that role model. Another reason is that the life situations which encountered that role model are different from the situations which I may encounter in the future. Therefore, I consider this strategy is not important for motivating students to learn the language. Maybe it will help some other students, but for me it won't. Promoting L2 related values is a very important strategy because this will motivate students to learn the language. I remember when I was a school student; one English teacher did not allow anyone to talk in Arabic. This strategy made us learn many new things. One student said a word which we did not know then when I knew the meaning of that word, I added it to my

lexicon. However, the teacher must resort to Arabic sometimes because eventually we are Arabs. I don't think that reminding students of the benefits of mastering English is an important strategy because I know the benefits of English, but for others it may be an important strategy to boost or sustain their motivation. Teacher behavior inside the class is a very important strategy. If the teacher is enthusiastic when teaching, he/she will make us enthusiastic too. Seeing an enthusiastic teacher inside the class is different from seeing a drowsy one. It is beautiful that the teacher shares with us his/her interests in the English language, but I don't think that this is an important motivational strategy. This is because everyone has his own reasons to learn the language. So, what applies to someone may not apply to others. It is important that the teacher shows to his students that he cares about their progress in language learning because when I see the teacher cares about my progress, I will try to work harder and learn more. It is important to encourage students to set their learning goals. Because if everyone knows why he is learning the language, this will give stimulus to the learner to work on achieving his goals. If my goal of learning the language is to go to study abroad, then I will work harder to improve my language skills. I don't think stating the objectives of the lecture is an important motivational strategy. Learner autonomy is an important motivational strategy because I will discover my mistakes then I will go and discuss those mistakes with my teacher. Offering students options about the assessment methods is an important motivational strategy because students will feel that they are not restricted to one assessment method. One student prefers to do a group work assessment, another prefers to do an exam, etc. So, this gives more freedom to the students, and they will be more motivated in the learning process. Clarifying the objectives of tasks is not an important motivational activity because the teacher is speaking in general about the task, and this has nothing to do with motivation. Showing students how to answer tasks is not an important motivational strategy because knowing how to answer tasks has to do with obtaining good grades but not to providing motivation to learn the language. Creating a pleasant atmosphere in the class is a very important motivational strategy. It is not good to keep studying during the whole class. It is good from the teacher to have fun sometimes or to socialize with students. This will result in motivating student even to pay more attention to his explanations. If the teacher keeps on explaining and giving activities to the students, they will get tired. Raising students' confidence is an essential motivational strategy. Reducing students' anxiety of English is very important. It happened that one of my schoolteachers encouraged me to speak without fear when she saw me afraid of speaking. She tried to build my self-confidence by telling me 'Don't fear'. Then I started speaking gradually without any fear. Offering group activities is good in case that my groupmates are also active; otherwise, it is not motivating because I will work alone if my group members are not co-operative. Including in-class group work as an assessment tool motivates students to work on the task but it does not provide motivation for learning the language. Recognizing students' efforts is a very important motivational strategy because it will reduce anxiety and consequently increases motivation. Behavioural praise is a very motivational strategy because it really motivates learners. Making sure that grades reflect the hard effort of the student is an important motivational strategy because students usually want good grades, then this will push them to study the language.

Participant 5 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	35
Nationality	Emirati
Gender	Male
Major of study	Media
English level	Pre-intermediate (4.5 score in academic IELTS)

I have a good motivation to study English because it is the language of this age. If one does not have good English communication skills, he would feel that he is lost. I see my friends and children speaking English, and this motivates me to learn it. I don't remember exactly about the motivational strategies teachers used in the classrooms, but what I remember is that the teacher was relating the vocabulary items to real life things which was something good in providing me with motivation. By using that strategy, I started looking for similar words to the vocabulary items being taught. Creating attractive Ideal L2 self is important. It is important that the teacher makes students imagine themselves speaking English in the English, but that strategy should not be overdone because students will get bored of that. It is good to invite role models to speak in front of other students about their successful experiences in English language learning because this strategy will be motivating to other students. It will show students that those low-level English learners could overcome the difficulties which encountered them. It is good to increase the amount of English used in classrooms, but not to a big extent because learners need explanation in their mother language (Arabic). Reminding students of the benefits of mastering English is an important strategy, but again it should not be overdone; otherwise, students would get bored. It is important that the teacher has a good behaviour. Caring about students, monitoring their progress, and listening to all students are all qualities students expect from their teachers. It is important that the teacher encourages students to set their learning goals. It is also important that the teacher mentions the objectives of the lecture so that students can set their mind frames. Promoting learner autonomy can be applied to some students but it cannot be applied to others. Presenting tasks in a motivating way is important for motivating students so that students can do tasks with confidence and relaxation. Creating a pleasant classroom atmosphere is so important because when the teacher creates a pleasant atmosphere in the class, students will be motivated. Promoting learner confidence is so important because learners will know their abilities and how they can overcome their weaknesses. It is very important to do tasks with a group in class, because we will help each other, and we will have different ideas. In-class group assessments are so good because we will work together to do the assessment even if I know I am not a high achiever, other students in the group will be able to do it so there is a good chance to get a good grade in this assessment. Recognizing student efforts is so important because students will love the teacher, and then they will be more creative. Grades and

rewards must be given generously without taking into consideration the students' hard work and effort.

Participant 6 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	33
Nationality	Emirati
Gender	Female
Major of study	Media
English level	Intermediate (5 score in academic IELTS)

I have a strong motivation to learn English. My level in English is intermediate. I wish to be in the upper intermediate level. My need to the English language motivates me when I want to interact with foreigners. When I go shopping or at work, I need English. I don't need English a lot when I travel because there are some family members who speak English very well. I don't exactly remember about the teaching strategies the teachers used in the classrooms. However, some teachers told us to make a list of vocabulary items and put them into sentences. The teachers also wrote statements and required us to memorize them to use in familiar situations. Underlining some key words and statements and advising us to refer to them frequently were strategies strategy I utilized, and they helped me a lot to improve my English skills. I tried to motivate myself to learn more according to the motivational strategies the teachers used. The most important strategy is the teacher's behaviour with the students. Because if the teacher's behaviour is good, anything else will go well. Teacher behaviour: is the most important strategy. A student looks for well-behaved teacher who is enthusiastic, caring, good listener to students, and caring about their progress. It is important that the teacher encourages students to imagine themselves using English in the future because it is something comprehensive i.e., this is what the language learner needs to create an ideal self in the future. In the future I can teach my children English. Inviting role models to the class is good. It is good to hear from others about their successful experiences. It is preferable to switch to Arabic sometimes because low achievers can understand things. Increasing the amount of English should be done gradually. It is important to keep reminding students of the benefits of mastering because this will motivate learners and make them aware of the needs of mastering English. I feel promoting learner autonomy is good, but it should not be overdone because students' need help from their teachers. Offering options about the assessment tools is something good because students will feel comfortable and relaxed. Students will not be restricted in the assessment tools. Presenting tasks in a motivating way is something so important because telling students about the objectives of tasks and telling students how to answer tasks will

make students overcome the difficulties; hence, that would result in more motivation. Creating a pleasant classroom atmosphere is something fundamental because without a pleasant atmosphere students won't be motivated. Promoting learner confidence is something great because it really motivates students to learn anything. It will help students to overcome any difficulties. I think group activity is important because it breaks the routine. It creates a motivational atmosphere among students. I don't think in-class group work assessment is an important motivational strategy because it is only good for obtaining grades. Recognizing student efforts is very important. Grades must be given generously to motivate students. Encouraging students is important but grades must not reflect the students' hard work and effort.

Appendix Seven: Teachers' interview transcripts

Participant 1 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	71
Nationality	Palestinian
Gender	Male
Last Academic Degree	MA in English Literature
Years of Experience	45 years
Campus	A

My students' motivation is modest. They lack in the passion to do it. Their interest starts to enliven whenever there is any part of the lecture talking about assessment tools, exams, or individual assignment. It depends on their aims of learning the language. Most of their aims are exam-bound, and students diligently take care of their exams rather than the second language. In this case, I may use an exam scaffolding to build as much as possible, a linguistic content that will enhance their linguistic outcome through assessments. During an assessment session, my students are sufficiently ready to expose themselves as much as they can to any language skill. Still, I usually avail of any opportunity to push forward my students' desire to learn. Using Instrumental Motivation, I try to show them how English will help them achieve their instrumental goals such as getting a career, or be a translator, or even for the purpose of reading. For bright and highly motivated students, I may resort to the Integrative Motivation, because students in this case would like to integrate into the 2nd Language culture and groups. Such students may be getting themselves ready for migration, travel or even marrying a spouse of the second language. They respond differently, but I must motivate all of them in every session as I would find myself teaching only one section of the class if I did not find a way. These strategies, at various degrees, motivate my students. Instrumental type of motivation is the most effective as student would like to get high marks. They plan for a promotion in their jobs when they get a university degree. They are pragmatic in general, though sometimes I come across one or two students who seek to master the language as an important dimension of their personal education. Certainly, it is instrumental motivation. My students, some of them, are helped to see themselves as L2 users who will use English in their future, as part of their daily life and work relations. I encourage them to learn English so that they can meet their personal and family expectations. I think the sense of L2 self and ought-to L2 self should be aced in any English language-teaching classrooms. So, creating attractive Ideal L2 self is helpful to activate students. This is done perhaps through by-side discussions of the values that may be gotten through learning a second language like English: ability to communicate with the modern world. Teachers' behavior has a direct impact on their interaction with students. Students' willingness to attend a L2 class can be dependent on the teacher's behavior and attitudes towards the L2 teaching and learning. Some of the behavioral aspects that can lead to a low motivational rate in L2 learning are: 1. teacher's attitude towards teaching as a job solely, 2. serious lack of teacher's discipline issues in

classroom, 3. repeated tardiness or absence, 4. insufficient acceptance of responsibility for motivating his students in class, 5. teachers who are not inclusive of students' culture and diversity 6. being biased or prejudiced towards L2 culture, 7. using teaching times to complete administrative duties rather than teaching 8. adhering to a negative response to student and parents' complaints, 9. And systematic defensive, confrontational and controlling behavior. Depending on the occasion, I may use some strategies to increase learner autonomy: 1. setting clear goals for learners, 2. identifying leaders' learning styles and their preferred learning strategies, 3. boosting learner's motivation intrinsically and extrinsically, and adopting technology in learning and teaching. The task content can be more motivating when it is associated with immediate personal life themes of L2 user. I try to create a pleasant classroom atmosphere by lowering anxiety level of my assignments and activities to increase students' confidence. Personalizing relationship with students (within limits) is a good motivational activity. Discussing high academic expectations with them, designing positive reinforcement drill, and collaboration (Pairs-Groups-Class) are all strategies I use for motivating my students. As I said before, I must lessen anxiety or fear and help them to accept themselves. As a second language teacher, I sometimes can form different types of learner groups depending on purpose and qualities of the teacher's students: age, interest, sex etc. I recognize my students' effort by general praise, which I use most frequently, by saying Good Job, Well Done, Excellent, Great etc. I sometimes show a thumb-up sign. But again, I must use behavioral-specific praise by which I explicitly refer to the subject of praise by name and define the desired behavior that deserved my praise. It is important to inform students about the reasons of my interest in English. I tell them what opportunities I have availed; what I have achieved in my career as a teacher of English. I do that occasionally not frequently. It is important to show students that I care about their progress. I tell them "I will be extremely happy when you pass with distinction in the course. I will be extremely happy when I see X or Y what level he was in when we started the course and what achievement he has got." It is so important to show students my aptitude to answer their academic questions. This is an important strategy because if you can't gain your students' confidence, you won't be able to be a successful teacher. Your attitude and efficiency to answer their academic questions show students that you are the right person for answering some of their academic questions. Paying attention and listening to each student are very important motivational strategies. Encouraging students to set their learning goals is a very important motivational strategy. The more you as a teacher can apply those strategies the more you will be successful as a teacher. What do students want to achieve from this course they are doing? What do they aspire to? You can even draw the goals with them together. I don't state the objectives of each lecture because this is repetition, and our students are adults and mature. Maybe I tell them "Today we are going to talk about something." Allowing students to assess themselves is a very important motivational strategy. There is something called peer assessment and self-assessment. These techniques make students fully involved in the subject. Offering students options about the assessment methods is an important motivational activity but are our students able to give you something worthy?! You need a certain level of students to apply this strategy. But for sure it is motivational. You can ask them whether they want to do an assignment or in-class group work. Maybe they would choose the in-class group work for instance, and here it is your role as a teacher to make them work and not only to sit doing nothing. In that case they would work since they themselves chose that assessment tool. Clarifying the objectives of tasks is an important motivational strategy. If you teach students, for instance, subject-verb agreement, you can tell them that we study this in order not to commit mistakes in our writing. Maybe they get more interested in the subject of the class. Showing students how to answer tasks is an

important motivational strategy but not for the whole task. We can give them only an example, and they should work on the rest of the task. Including group activities is an important motivational strategy; however, including in-class group work as an assessment tool is an important motivational strategy for only a few students because in this assessment I observe that only one or two members from the group work on the question paper, and the others are spectators. Giving students positive feedback, appreciating their progress are important motivational strategies. Providing face-to face feedback to students about their progress is an important motivational strategy but I don't do it because we don't have time for that. Monitoring students' progress is an important motivational strategy, but it doesn't apply to our situation because we don't have time and the students are not very much interested. Making sure grades reflect students' hard work and effort is an important motivational strategy because it makes students exert a big effort in the learning process.

Participant 2 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	48
Nationality	Jordanian
Gender	Female
Last Academic Degree	MA in English Teaching Methodology
Years of Experience	25 years
Campus	A

Most of my students lack motivation to learn English and this is due to many reasons. One of the most important reasons is that most of them are employees who come to college only to get a college degree. Another reason is that they attend classes extremely tired from work, and this; of course, affects their motivation negatively. On the contrary, there are several students who come to college with high motivation to learn the language and keep asking questions about methods that can enhance their English language skills. Among the motivational strategies I use in my classrooms are using different teaching strategies during the class to make sure that the strategies I use match with most of the learning styles of my students, providing them with opportunities for group work, engaging them in the classroom activities, working on increasing their self- confidence, developing strong and respectful relations with them, assigning different responsibilities and tasks to them. Sometimes they get motivated with some of the motivational practices. For example, when they are asked to work in groups, they become more engaged in the task and do their best to get the highest grade in it. Also, their performance improves when they are assigned different responsibilities and tasks. Increasing self-confidence also affects their performance and engagement positively. Our students need to be motivated from time to time if we want them to be involved in the class and improve their language skills. Without being motivated, they will never master the language. In my opinion and according to my experience, building a respective relationship with the students is one of the most effective motivational strategies, since this will increase students' trust with the teacher and will help the student communicate better with the teacher whenever he wants, and this of course will increase the motivation to learn the language. All the above-mentioned

practices are important. They can have a great influence on students' beliefs and attitudes towards the language they are learning. With such teaching strategies, students will be more engaged, more interactive, more responsible, and more willing to learn the language. Creating attractive Ideal L2 self is an important strategy. It is important to encourage students to imagine themselves using English in the future at work, their study and when travelling abroad because this strategy motivates students to learn the language. However, I don't do that frequently. Inviting a successful role model to class is also an important strategy, but I have never done it before. Promoting L2 related values is an important strategy. Increasing the amount of English used in the class is important; however, switching to Arabic sometimes is necessary. At the end, we want to motivate them to learn the language, so if they don't understand what is being told to them, they won't learn. However, most of the time we must increase the amount of English in the class. Reminding students of the benefits of English is an important strategy to be conducted from time to time. This is especially true when we teach students in the media program whose major courses are taught in Arabic. They usually say, "why are we studying English and our major courses are taught in Arabic?" Teacher behavior is the most important motivational strategy. When students see their teacher enthusiastic in his teaching, they will be enthusiastic too in the learning process. They will be more interested and engaged. Informing students about the reasons of my interest in English is not that much important. We may do that once in the whole semester. It is much more important to tell them their reasons for mastering the language. Showing students that we care about their progress is a very important motivational strategy, and this must be done throughout the whole semester. We must show our students that we are ready at any time to answer their academic questions because we want to encourage them to learn. Paying attention and listening to each student are important motivational strategies, but that is not practical all the time if we have a big number of students. How can we pay attention and listen to each student?! With classes of big numbers, it is challenging, but it is important. We usually encourage our students to set their learning goals, and we teach them in study skills course how to do that. For me, I don't think that stating the objectives of each lecture is an important motivational strategy. Allowing students to assess themselves is an important motivational strategy, but it must be done with my guidance. Offering students options about the assessment tools is a good idea, but if we do that, students will not include exams as part of the assessment tools. They would choose assignments, group work, and projects, and they would exclude exams. Clarifying the objectives of tasks is an important motivational strategy because this way will encourage them to work harder and better. Showing students how to answer tasks is an important motivational strategy. This is because students need initial motivation to boost their interest in doing any activity. We must show them how to do the tasks. It is very important to create a pleasant atmosphere in the class so that students would not get bored or be in a bad mood. Increasing students' self-confidence is the most important strategy in motivating language learning. We should and I always do that with my students. If students have good self-confidence, they will work harder. If students have a good feeling about themselves, they will do the task. Including in-class group work as one of the assessment tools is a good motivational strategy because students usually feel engaged and more responsible for completing the task, and they will all work on it. However, you may find one or two in the group who don't work but most of them will work. Providing positive feedback and appreciating students' progress are very important motivational strategies. Face-to-face feedback is very important. It lets students learn from their mistakes. It is important to monitor students' progress, but this is not applicable to our situation in the college where we usually have more than 40 students in the class. It is too difficult to do that. Besides, they are college students who must have self-

independence. Don't we teach them in study skills course about self-independence?! Making grades reflect students' hard work and effort is an important motivational strategy because this would motivate students to do their best to have the grade.

Participant 3 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	43
Nationality	Egyptian
Gender	Male
Last Academic Degree	MA in English Language
Years of Experience	19 years
Campus	B

My students' motivation varies according to their age. In general, it is average. Usually, I try to engage my students more through conversation and describe to them that learning English is very useful for them at both professional and personal levels, so they will be interested. I describe to them that language learning will open to them new opportunities and make them go higher in the work hierarchy. I try to give them some ambitions, so they can see the value of what they are investing regarding their time, money, and effort. Students' reactions are usually related to their age. If they are older than forty, they might be a bit in the average. Those who are in the thirties are usually more motivated because they can see they have more opportunities. Students who are in their twenties, their motivation is less than average. I would say that 30% approximately are motivated and the rest is average or below average. Creating ideal L2 self is a very important strategy because students will realize that what they are going to study will be put into practice. It is not something like studying mathematics or sociology. So, learning English is something practical and they will make use of it. Inviting successful role models to class is an important motivational strategy. I have not tried it, but I saw it. It simulates reality because students will imagine themselves in this position. Increasing the amount of English used in classrooms is an important motivational strategy because using English is going to create a good classroom environment. It will also simulate reality. However, switching to Arabic sometimes is also needed. Reminding students about the benefits of mastering English is an important motivational strategy. Students generally know those benefits but there is no harm of reminding them from time to time. Showing enthusiasm to students when teaching is an important motivational strategy because that engages students to what the teacher is doing. When students see their teacher loves what he is doing, they will be interested in what is being done. Teacher's enthusiasm might generate

energy from students, and that energy might break barriers of shyness or embarrassment. Students are affected by the teacher behavior. If they see the teacher down, they will be down, and if they see the teacher active, they will be active. Informing students about the reasons for his interest in English is an important motivational strategy because this way you will tell them examples of some of your friends or people you know. The importance of showing students the aptitude to answer their academic questions is average because when students know you are there for them, some of them will be more willing than others. Some students will prepare to dig for getting the answers. Paying attention and listening to each student is important because students will feel the value of their input, and they will feel that the teacher also cares about their opinions and concerns. If you listen to them, you can improve their level. The moment they speak in English, this is a kind of motivation. When you listen, they will speak. And this is what you want to happen in the class. Taking about goals is tricky. Many students don't know how to set goals, or how they will advance. Therefore, making them conscious of the whole process and showing them the value of setting goals, they will probably achieve what you want to them to achieve. This will be an encouraging thing and very useful too. If I want to tell students about the things they will learn from the lecture, I wouldn't say the word 'objectives' or 'goals' because they will get stressed. Learning is a task, and some people are afraid of not achieving the task. The moment you are saying a 'task', you are putting a psychological burden on the students. So, when we use the word 'objectives', they will feel that they must meet the expectations. And this is not the case. Even if you want to meet the expectations, just put it in another way. I tell them "Today we will speak about this. And let's hope by the end of this class we will have some knowledge about it" instead of saying "we learned about it". Regarding promoting learner autonomy, I would put this as an auxiliary thing. It depends on which level you are teaching. If you are teaching beginners, you can invest more into certain aspects of autonomous learning like they would build more vocabulary and listen to more conversations. So, it is important to promote autonomous learning, but it will vary according to the students' level. Allowing students to assess themselves is important but students must be told that this is an exercise and not to show that someone has learned and someone else hasn't. We tell them that at the end we will all learn. There is a psychological pressure on students if we allow them to assess themselves. We can give students a task, and they do it without giving their names then you give the sheet to be marked by someone else (student) without knowing also the sheet marked by whom. And this process depends on how many students you have in the class. With classes of big numbers, this process is not practical. If I want to do it, the maximum number of students must not be more than 20. Offering students options about the assessment methods must not happen from the start. However, I believe it is not an important motivational strategy because students would choose the easiest assessment tools. Presenting tasks in a motivational way is a very motivational strategy. Students need to know what they are facing and how to handle it. Showing students how to answer tasks is an important motivational strategy because this way, they would get a key that they can use. Creating a pleasant atmosphere is an important motivational strategy because at the end of the day the classroom is a kind of community, so the human element and social aspects are important also. This will create a conducive learning environment. When students make mistakes, they don't feel embarrassed. You try to communicate with them as friends. When there is a pleasant atmosphere in the class, students would leave the classroom and say, "oh we love this instructor and his lecture." That doesn't mean you are not serious, but it must be done in a smart way. Promoting learner confidence is a very important motivational strategy because the moment students have high self- confidence, you are enabling and empowering them, so they can have better motivation to learn. Therefore,

when they make mistakes, they don't get frustrated. They would think positively about their mistakes and learn from them. Informing students about their strengths and abilities is an important motivational strategy. This way you make it like a sandwich. You tell them about their strengths and listen to them about their weaknesses. They may tell you "I am strong here and want to be strong there". Learner group is an important motivational activity because it makes students know each other's levels; they get to know each other personally, and they would be more comfortable at the social and learning levels. I would refrain from including in-class group work as one of the assessment tools. I would do it as an activity for learning but not as an assessment tool because students would try to do their best for getting the grade not to have knowledge. I believe it is not a very important motivational strategy. It goes without saying that providing positive and face to face feedback are important motivational strategies. Students would feel that their effort is appreciated and considered because at the end of the day it is a social activity even learning it or teaching it. Students would feel that if the teacher is engaged and interactive, and he is trying to show them the weak spots, they can, and they will improve. About monitoring students' progress, I would say that it not very important not unimportant. I am in the middle. It should not be done like a policing activity. When you monitor students' progress, you will make students realize they had done a mistake, and it would demotivate them to finish their tasks in the class or at home, so they will learn. Recognizing students' efforts is an important motivational activity. Students care about the grades. When students are given good grades, they will feel that they have achieved something, and the grade is a proof.

Participant 4 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	39
Nationality	Tunisian
Gender	Female
Last Academic Degree	MA in English Language and Linguistics
Years of Experience	14 years
Campus	B

Most of my students seem unmotivated in learning, or their motivation is generally below average. I always do my best to urge students to love learning even with the absence of a chance of a benefit. A combination of teaching practices must be put into action for elevating levels of interest first, and then motivating students to learn, so I make use of the traditional approach of teaching as the students need such a spoon-feeding strategy to come to have interest in learning, as they would think that things are somehow easy to handle. This is accompanied by teaching through fun; this would help create a friendly atmosphere where students would feel relaxed to say, ask, and participate in the class. In consequence, students will feel free to bring into the class those personal views, opinions, and beliefs in such a way that they feel that this is relevant. Still, freedom of expression must be monitored so as not to have any sort of clash. Again, daily experiences take a part in class. This is done by the attempt to make a relation between what is studied and what is

done as a part of daily routine. Participations must be praised, no matter how irrelevant, or inaccurate, they may be. Along with these, rewards to activities will create a place for fair competition. All these will work together to make students integratively motivated, especially when they feel that they are being made able to relate their experiences outside the academic life. Timely feedback is important for students so that they know what is being done. Students do not react in the same way, but gradual positive reactions accompany either of the various strategies of teaching in dependence upon how students have felt, positively or negatively, of what they achieved in the class. Creating an attractive self of the L2 learner is important. It is one of the various ways of elevating the level of motivation among students: telling how important to learn a foreign language makes a part of calling for the relation between life and learning; and naming and/or inviting a successful model into class helps achieve part of motivation for learning. Promoting L2 related values is not always helpful, due sometimes to the lack of sympathy with the language. This is felt among a few students due to various factors. Teacher behaviour might be the most important aspect of the whole teaching process. The teacher is always a model. The zeal with which I take care of the class is an essential part of the teaching process. It makes me involved with students as to how they do and achieve things, and how they advance in doing them. Again, it will show the students that I am always ready to help them in any respect, answer any relevant or irrelevant questions, and try to approach any specific life-issue in terms of the lesson given in the class. In this way, when students receive me positively, they will accordingly be engaged in the learning process. Goals are not always important for students having no plans; goals still should be made clear at the beginning, and this is enough for those caring students only. But, when students are told of the importance of how to plan for things and how to carry them out according to a schedule, they would be encouraged to set personal goals ahead. That is, what might be called as goal management. It is fruitful only when students come to know its importance. Promoting learner autonomy is an important aspect of the friendly freedom that has to be created and monitored. I am used to preparing a kind of a scale according to which students judge each other, and then they would receive my feedback in this concern, whether of how it should work or how they have done. Then, they would be told to judge themselves accordingly. Presenting tasks in a motivating way is important to a degree; at the very beginning of doing any task, I usually tell students how to go through doing it. This is important as to telling how it may be done and as to how motivates them to take it in the easy way. Creating a pleasant classroom atmosphere is basic; friendly pleasant atmosphere results in making students relaxed to say and do things in positive ways. Promoting learner confidence gives the students a chance of freedom which will lead them to have confidence in what they do and say. It is important to make students aware of what they are apt to. So, if they believe in their teacher as a model, they will readily work as to his/her advice in respect to the level allowed by their inner power. Group learning is important for the creation of ordered thinking and monitored teamwork. Group activities make students aware of the fact that each should have a role to do within a whole plan. This is necessary in handling classes and life issues. Feedback is basic in creating motivation among students. Praising active students and rewarding them are important because they help students feel appreciated and recognized in person. Fair rewards to active students will help motivate non-active ones. Justice is important in this respect. Anyhow, as has it been long proved, telling students they will be rewarded will add to their levels of motivation. All in all, as it is said, teaching is an art, and part of this art is the mastery of how to motivate students, a consequence of devoted experience and planned process.

Participant 5 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	39
Nationality	Jordanian
Gender	Male
Last Academic Degree	MA in English Literature
Years of Experience	14 years
Campus	C

My students' level of English language motivation is average. Some students come with high motivation because they want to improve their skills in their career. Students' language learning motivation fluctuates during the years. In the first year, students are usually highly motivated to learn the language. In the second year, their motivation starts declining. I motivate my students by telling them there is hope even if they quit studying long time ago and even if they feel studying at this age is difficult. I encourage my students by relating what they study to the media. I tell them that they should listen to the news in the CNN or BBC for example. I am a traditional teacher i.e. I heavily rely on textbooks. My students usually react positively with these teaching strategies. I always encourage my students to imagine themselves using English in the future in their potential careers. I tell them that they will have an important role in the society, and I give them good examples of graduate students who work in embassies and international organizations. This strategy is so important because I believe that unless they feel they will be something important, they won't react actively inside and outside the classroom. I have never invited successful role models to the class. However, I believe that it is an important motivational strategy which will motivate students to learn English. Increasing the amount of English is an important motivational strategy, but I do not overdo it especially with first year students because they will get demotivated and overwhelmed. However, sometimes I force them to use English inside the class even when they want to chat to each other, or they ask for any clarifications. This gives them high confidence. Once I had a very low-level achiever in English. I forced him to read, speak, and ask his questions in English. He thanked me after the lecture. He told me I was scared. He said that he didn't have the confidence to say a single statement in English. I never belittle any of my students regarding their abilities. I always remind my students about the benefits of mastering English, but it is not necessarily working with all students. Teachers' behavior is essential in providing students with motivation. Teacher's enthusiasm is a vital aspect in motivating students. Because when a teacher is enthusiastic in his teaching, it is a must that students will engage in the class. Informing students about the teachers' reasons of his interest in English is an important motivational strategy but sometimes it is personal. Some students view English from a different angle. People's interests are different. I wanted to be a teacher of English, so I learned English. Someone else wants to travel; another one wants to get married to an English-speaking spouse. Someone is told by his parents that if you know English, you will be a respectful human being. So, it is something relative. It is important to show students

my care about their progress. I noticed that when I tell a student that his performance is getting better, his performance in a later assessment becomes much better. This reflects a positive psychological reaction regarding students' attitude. I always tell my students that I am ready to answer their academic questions day and night 24/7. It is not an important motivational strategy, but it strengthens the rapport with students. Paying attention and listening to students are important motivational strategies because they boost students' interest in their teacher. We deal with adults and young men and young ladies. If you respect them, you will possess them. Goals may change. Maybe a student's goal is only to obtain a degree, or the student knows in advance where he will work in the future. I always talk to my students about the importance of setting goals. I also tell them without having a goal, you will get lost. The question regarding goals must be addressed to students not teachers. A teacher is only responsible for reminding students about their goals. I don't always state the objectives of each lecture but sometimes I highlight some important points, or I tell them that this course is relevant to that course. But as said before, not all students react the same way to those points. Students who are so motivated usually highlight the important points, but others do not. It happens that sometimes by the end of the semester, one student asks about the importance of this course?! Allowing students to assess themselves is not an important motivational strategy because students may take things subjectively. Students in general do not like seeing themselves less than others. Regarding offering assessment options to students, this is not applicable because we are governed by a decision taken by teaching committees regarding the assessment tools. Hence, the decision from the side of students cannot be taken. Even if I want to change the assessment tools; for example, to do an oral presentation instead of an exam for 50 students, that process will take two months. Hence, we don't venture doing that. Furthermore, our students have no idea about assessment tools other than exams and assignments. That's why I think that this is not an important motivational strategy. Clarifying the objectives of tasks and showing students how to answer tasks are not important motivational strategies because if I want to show students how to answer tasks, I must go and check with each student, and this is not applicable to a class of 40 students or even less. It will be a time taking and tedious process. Creating a pleasant classroom atmosphere is a powerful motivational strategy. I tried doing competitions and games with first year students, and they were highly motivated and fascinated by that experience. I did that experience for changing the classroom atmosphere. The most important motivational strategy is promoting confidence among students. Building students' confidence is the key. Regarding group activities I have some reservations about that because some students will hide in the group and one or two students only will work on the activity. Regarding including in-class group work as one of the assessment tools, I did not do it, but it was done by another instructor. Her experience was so successful in motivating her students in the assessment. Recognizing students' efforts is an important motivational strategy, because by rewards students get highly motivated. Making grades reflect students' effort and hard work is not an important motivational strategy because, for me, grades do not necessarily reflect students' level and true hard work.

Participant 6 Interview Transcript

Below are the participant's demographics followed by the interview transcript.

Age	34
Nationality	Palestinian
Gender	Female
Last Academic Degree	MA in English Language
Years of Experience	11 years
Campus	C

My students' motivation for learning English is average for the females and less than average for the males. I use different strategies in my teaching. The first strategy I use with my students is building rapport with them. I try to memorize each student's name. I go to the class with strong enthusiasm and preparation. Relating the taught material to their personal and professional experiences is one of the strategies I use with them. Engaging them in class discussion is another strategy I use. I let students work in pairs or groups so that they can help each other in doing class tasks. My students are exam oriented. Talking about assessment tools like exams or assignments is a very important technique I utilize when explaining a bit of the taught material. It immediately attracts their attention to what is being told. Teaching strategies are different from one situation to another. Most of my students are working professionals. Their classes usually start at 3:30 pm till 9:30 pm. This means they come from their workplaces immediately after they finish their work duty. They come tired; therefore, their engagement in the class explanations and discussions is not that much. However, I do my best to let them do it. Utilizing enthusiasm, body language, and body movement, and tone of voice are important aspects. I seldom try to create attractive ideal L2 self in the class because my students are adults, so I feel there is no need to make them imagine themselves using English in the future. I have never invited any role model to the class to talk about his experiences in improving his/her language skills. In fact, I am not aware of these strategies. In my classes I never resort to Arabic language. I always use English although students sometimes complain at that. If a student asks about the meaning of a particular word, I either tell him/her look it up or let another student say the meaning of the word in Arabic. Reminding students of the benefits of mastering English is an important strategy; however, I seldom resort to it because I consider that students already know those benefits. Teacher behaviour is one of the most important motivational strategies. It makes students love the teacher or hate him/her. Showing enthusiasm and interest in the English language are powerful motivators to students because I believe that a teacher is a role model to his students, so I believe that when students see their teacher enthusiastic and interested in the subject, he/she is teaching, that will be reflected in their overall performance and effort given in trying to learn the language. Informing students about the reasons of my interest in English is not an important motivational strategy. It is better to focus on the reasons which make English important for the students. It is important to show students that I care about their progress, and I am willing to answer their academic questions because when students see me caring about them and ready to answer their questions, they might be motivated to learn. I usually state the objectives of each lecture. However, I feel that they are not so important in motivating students to learn something. Usually at the beginning of the class I tell students the objectives of the lecture, but they hardly pay any attention to me which is really irritating. So, I consider stating the objectives of the lecture is a waste of time. However, I don't help students in setting their learning objectives because I consider them adults who must be aware of those objectives. Promoting learner autonomy is an important motivational strategy. However, with my students who are used to be spoon-fed, this

strategy does not work practically. In general, students are not worried about their success. And usually, we run after them to attend classes and do the requirements of the course. Hence, if we promote learner autonomy, we may run the risk of having many students who fail the course. Presenting tasks in a motivating way is an important motivational strategy. Telling the goals of the task is important for students because it motivates them to do the task; especially if that task is to be done inside the class. I usually clarify to the students how to do the tasks because things will be easy to them, and they will be motivated to do the task. Creating a pleasant classroom atmosphere is another very important strategy in motivating students to learn. If the mood of the class is bad, things will be very difficult to go smoothly with students; therefore, making a good laughter about something from time to time creates a good mood for the students so that things will be easier to be comprehended, and students will be readier to participate in activities. Promoting learner confidence is a very important strategy which should be implemented by all teachers. Reducing the anxiety of English and telling students that making mistakes is an investable part of the learning process are two fundamental points which should always be told by teachers. Reducing fear and anxiety motivates students to take part in activities, and it will boost their self-confidence which will be reflected in their learning process. Arranging group activities is an important strategy which should be used by teachers. Group work motivates students in the learning process. I usually use this strategy in tasks which require heavy mental effort. Including in-class group work as one of the assessment tools in the course encourages students to learn from each other. However, in this type of activity, which is an assessment, students are more worried about the grades rather than the learning of new information. Recognizing student efforts is very important for motivating students. Giving rewards in behaviour or through grades has a powerful impact in providing motivation. However, this must not be overdone as students would not like to feel they are treated as children. Besides, grades must not be given so generously without taking into consideration students' real effort and hard work.