

**Motivation for learning English in the Saudi Arabian
context: Perceptions of learners, teachers and parents.**

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Abstract

This research explores perceptions of motivational factors that affect language learning within a Saudi Arabian context, specifically perceptions of the role of learners, their families, teachers, schools and Saudi Arabian society. The research is concerned with Intermediate level (Year 9) L1 Arabic speakers who are learning English as a Foreign Language (EFL). The theoretical framework for this research was a modified version of AlMaiman's (2005) "Basic model of the role of aptitude and motivation in second language learning", whose framework was in turn a modification of Gardner (2001).

To undertake the study, the researcher employed convergent parallel design consisting of questionnaires administered to 223 learners, six individual interviews with learners, and a focus group "in-depth interview" with 12 learners. Also, the researcher conducted six individual interviews with English language teachers and six individual interviews with parents of learners. The analysis of the questionnaire data indicates that learners have varying perceptions towards the motivational factors studied, which are learner motivation, teacher motivation, parental motivation, the influence of the school on motivation and the impact of Saudi Arabian society on motivation. Learners perceived themselves, their teachers and their parents to have a positive influence on their learning, while seeing the school and society as negative. In general, learners were found to have positive perceptions about learning of English and the ways in which their teachers teach English. Similarly, analysis of the interview data indicates that learners, teachers and parents perceive that learners themselves, their teachers and their parents all have a positive influence on the motivation of learners, and share negative views about the impact of schools and Saudi Arabian society on encouragement of English language learning. All learners, teachers and parents believed that they should work together to encourage learners in their learning of English. They also agreed that the continuum of intrinsic and extrinsic motivational factors should work together for every learner who wishes to learn the language. Although intrinsic motivation is needed for EFL learners to continue to learn English in a foreign context in Saudi Arabia, this study found that Saudi Arabian EFL learners also need to be encouraged with extrinsic rewards, such as grades and getting jobs.

This study provides information for practitioners, educators, teachers and policy makers who desire to better understand the learning processes and teaching practices in the

Saudi Arabian classroom context. The findings of this research are useful in helping to implement motivational strategies in the Saudi Arabian EFL context and thereby, improve English language learning outcomes.

Declaration

I certify that this study does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university. To the best of my knowledge and belief it does not contain any material previously published or written by another person where reference is not made in the text.

Signature:

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1. Overview of the Thesis

1.1 Introduction

Motivation has an important role in education for both learning and teaching, leading learners to be engaged in their learning process and teachers to be enthusiastic in their teaching careers. Researchers (Al-Bassam, 1987; Brophy, 2010; Brown, 2007b; Dornyei, 2001a; Gardner, 1985) consider motivation as one of the primary factors for success in both second and foreign language learning and teaching. The evidence shows that while motivational strategies, such as varying activities and tasks as well as ensuring a pleasant classroom environment, play a vital role in education, motivational factors, such as the learners' attitudes, teachers' strategies, parental encouragement, the school context and the Saudi Arabian society in general, also play an important role in education. Dornyei (2003) states that motivation is an internal attribute that is affected by external factors. For example, external factors may include prospects of better jobs that require knowledge of English, the possibility of interaction with a wider population, enhanced social prestige due to knowledge of English and the prospect of regularly travelling abroad can encourage learners. Thus, motivation is considered as one of the major aspects of success in the English language for both learners and teachers (Alderman, 1999; Brown, 2007a; Chapman & Vagle, 2011; Dornyei, 2001a; Dornyei & Csizer, 1998; Guilloteaux & Dornyei, 2008; McLean, 2009; Pajares & Urda, 2002; Stipek, 2002).

This research will focus on the perceptions of learners, teachers and parents of learners towards various motivational factors in the Saudi Arabian context. It will also explore how Saudi Arabian learners and teachers perceive the importance of different motivational factors involved in their learning and teaching of the English language. The aim of this research is to enhance motivation in the EFL context in Saudi Arabia, and to improve our understanding of how motivation can influence EFL learning and teaching. By focusing the research on perceptions of motivational factors, the researcher will investigate the perceived influence and importance of motivational factors in achieving positive learning outcomes for learners in Saudi Arabia.

This first chapter is divided into the following sections: 1) the importance of perceptions, 2) an overview of Saudi Arabia, 3) a statement of the problem and the significance of the study, 4) the aim of the study and the research questions, 5) limitations of the study, 6) ethical issues.

1.2 Why are perceptions seen as being important in this study?

Research on perceptions by a number of researchers (Allwright, 1984; Barkhuizen, 1998; Block, 1994; Braine, 2006; Gardner, 1983; Kumaravadivelu, 1991; Nunan, 1989; Rudduck, 1991) has been used to inform progress in education. Understanding the perceptions of individual learners, teachers and parents of learners with respect to the learning process, and taking account of their opinions, has been found to assist in the education of learners, setting goals and designing curricula that can have a positive effect on the future of learning English (Nunan, 1989). However, Barkhuizen (1998) argues that learners are rarely asked about their learning or their perceptions of the teaching of English. In addition, Allwright (1984) indicates that some teachers do not accept that learners' knowledge can bring positive results to the outcomes of the learning process. In recent research Braine (2006) emphasises that the perceptions of learners and their opinions of their English language teachers have an important role in deciding what learners find motivational and how teaching can be improved to assist them in learning English. Therefore, it is unwise to ignore the perceptions of learners and teachers even if those perceptions are different (Block, 1994; Rudduck, 1991).

In this work, the researcher investigates perceptions of learners, teachers and parents. These perceptions arise from their experiences in the learning and teaching of the English language and their knowledge of the difficulties faced by learners in an EFL context. This thesis accepts the substantial impact that perceptions of motivational factors can have on the learning process. The emphasis of this research is on the exploration of perceptions of motivational factors as expressed by learners, teachers and parents of learners because of the importance attributed by the researcher to the voices of these key stakeholders (AlMaiman, 2005; Dornyei, 2001a; Dornyei, 2001b ; Gardner, 1985) in the EFL experiences in Saudi Arabia. The researcher believes that knowledge of these perceptions can assist in the education of learners, assist in the review of attitudes towards the English language and help improve language-teaching skills in the classroom. This belief is supported by Kumaravadivelu (1991) and Barkhuizen (1998),

who write that improvements can be achieved if teachers understand the importance of learner perceptions and beliefs in the learning process. This means that teachers, parents of learners and researchers must be aware of learner perceptions, how their attitudes towards language learning can affect their study and the reasons why learners can have positive or negative attitudes to the English language.

There is a complex relationship between factors that affect motivation and the strategies that can be used to take advantage of those factors. Elements and strategies that encourage learning aim to provide a better education and instil in learners a desire to learn the language. For instance, if teachers utilise a strategy such as computer technology, they can use this to encourage learners in the classroom, and the learners are likely to respond positively to the lesson and be encouraged in their learning of the English language (Alabbad, 2009).

Research (Dornyei, 2001b; Makrami, 2010) has indicated that motivation has a fundamental role to play in classroom instruction. It affects the degree of success enjoyed by learners in learning a language and the success of teachers in achieving better teaching outcomes. If learners are provided with different motivational strategies, teaching techniques and stimulating ideas, they will be more likely to enjoy studying the subject and be successful in learning the language (Chapman & Vagle, 2011; Dornyei, 2001b). In addition, learners appreciate skilled and experienced teachers who apply motivational strategies in the classroom that assist them to develop their English language skills (Brophy, 2010).

Oxford and Shearin (1996) write that motivation affects how learners make use of learning strategies, how they communicate effectively with native English language speakers, how they acquire and express information, how they perform in their examinations, how they master the language and how long they remember the English language. Learners have the capacity to learn the English language if their teachers are energetic in their teaching, have genuine knowledge and if they use a variety of motivational strategies in the classroom. Learners need to be active participants in the learning process. Najjar (1997) writes that learners have active minds and that they are positive participants in the learning process. She emphasises that learners can influence the quality of instructional programs and different aspects of learning the target language (Najar, 1997).

Consistent with research on foreign language learning and teaching in other countries (Chen et al., 2005; Cheng & Dornyei, 2007; Erlenawati, 2002; Ling, 2008), there is a lack of motivation amongst L1 Arabic speakers in Saudi Arabia who learn English as a foreign language because of the limited opportunity to practise English. Although many non-English speaking societies (such as China and Indonesia) have difficulties in encouraging English language learning (Chen et al., 2005; Erlenawati, 2002), the problems of learning English as a foreign language are particularly difficult to overcome in Saudi Arabia. There is a shortage in Saudi Arabia of English language teachers who are experienced and capable of using motivational strategies to encourage learners to become self-motivated and learn the target language. Consequently, Saudi Arabian learners are usually completely dependent on their English language teachers and they often lack motivation to learn English (Alrabai, 2010; Zaid, 1993). To promote motivation in the EFL context, teachers need to provide learners with a variety of motivational strategies that encourage them to study the target language more deeply (Alrabai, 2010). If teachers can do this, they will arouse the interest of learners and encourage them to be self-motivated in their English language learning.

A variety of factors all combine to inhibit successful English language learning in Saudi Arabia. Firstly, learners often have negative perceptions about learning the English language as a result of, for example, the EFL context and lack of opportunity to practise English. Furthermore, English language teachers are often poorly trained and may not be fluent English language speakers (Alameri, 2009; Al-Seghayer, 1997). Because they lack training and English language fluency, this limits their ability to motivate their learners and results in a negative attitude to teaching the English language (Alameri, 2009; Al-Seghayer, 1997). In turn, the difficulties encountered by English language teachers can have a negative influence on the attitudes of English language learners and their success in learning the language.

In addition, the attitudes of family members to English language learning can also have a noticeable impact (AlMaiman, 2005). If family members have a negative attitude towards English language learning, this can discourage English language learners within the family. Conversely, if family members have a positive attitude towards English language learning, this can encourage English language learners who are family members (AlMaiman, 2005). Moreover, the school environment can have an impact on both teachers and on English language learners. By encouraging English language

teachers through the provision of training and resources to support English language learning, the school environment can assist English language teachers to be more effective. If the school environment provides assistance to English language teachers, those teachers will be more effective in their teaching and the English language learning of their students will be more successful (Alrabai, 2010; Al-Seghayer, 1997).

Lastly, Saudi Arabian society in general can also have an impact on the effectiveness of English language learning (Aldosari, 1992; Arnolds, 2006). If Saudi Arabian society as a whole does not encourage English language teaching and learning, this is likely to be reflected in a relative lack of quantity and quality of training and resources provided to support English language learning. In contrast, if English language teaching and learning is encouraged by Saudi Arabian society and training and resources are increased, this will improve English language teaching and learning (Alabbad, 2009).

O'Malley and Chamot (1990) write that second language and/or foreign language learners encounter challenges in learning a language, including a lack of strategic competencies in listening to spoken English and in reading English. Bialystok (1990) states that SL/FL learners must improve their English language skills and be aware of the strategies necessary to master the language. In order to encourage learning, Najjar (1997) suggests that teachers should instruct learners on how to learn a language and use the most effective motivational strategies in the classroom to help them learn the language.

Teachers need to be able to recognise that the difficulties learners face in language learning can arise from unskilled English language teachers who do not use motivational strategies in the classroom. Teachers also need to be able to accept that often learners do not realise the importance of learning English and because of this they do not work hard enough to acquire the language (Dornyei, 2001b). Research (Dornyei, 2001a; Dornyei, 2001b; Dornyei & Csizer, 1998; Guilloteaux & Dornyei, 2008) in relation to motivational factors and motivational strategies in the language classroom, indicates that the obstacles encountered by English language teachers in teaching the language and by English language learners in learning the language, whether in an ESL or in an EFL context, can be overcome. Surmounting these obstacles will increase effective learning and teaching in the classroom environment and so increase the levels of motivation - particularly in the EFL context (Dornyei, 2001a; Dornyei, 2001b).

Although people have different reasons for learning languages, the level of achievement can be most effectively predicted by the internal and external motivation of the learners to put in the effort and time needed to master the target language (Gardner, 1985). Increased motivation can be created in and out of the classroom through the use of effective programs and curricula (Makrami, 2010). In addition, because of the global use of the English language in areas such as education, economics and politics, English language teachers have become increasingly concerned to identify suitable programs, materials and textbooks that can be used to teach their learners in an ESL and/or EFL context (Makrami, 2010). Research into the impact of motivation in second language and/or foreign language learning and teaching has highlighted the positive results of utilising motivational strategies in and out of the classroom and the connection with high achievement by learners (Dornyei, 2001a; Dornyei, 2001b). Consequently, teachers place increasing emphasis on motivational factors that encourage learners to continue learning the language.

1.3 Overview of Saudi Arabia

Saudi Arabia is located in the south-western region of Asia. It covers about 80% of the Arabian Peninsula. Saudi Arabia is considered to be the largest of the Arab countries (approximately 2.23 million square kilometres in area, Arnolds, 2006). Most of the land area is covered by one of the largest deserts in the world - the Rub Al-khali (sometimes called the Empty Quarter) (Saudi Arabia: facts & figures, 1989). The population is about 27.1 million, of which 9.5 million are non-resident workers. All Saudi Arabians are Muslims and most of them - about 98% - are Arabs (Nyrop, 1986; Whitney, 1988).

Saudi Arabia has 13 provinces including the southern province, where most of the agricultural land is located (Al-Jamhoo, 2005). The southern province contains two cities that are well known inside Saudi Arabia and in the Arabian Gulf countries. They are Abha where people spend their summer holidays and Jazan (also called Jizan; Figure 1.1) that has an extensive variety of local and international fish markets.

Figure 1.1 presents the map of the kingdom of Saudi Arabia. It shows the location of the country and indicates its EFL context. Also, Figure 1.1 indicates where the researcher conducted his study, that is, in Jazan city.



Figure 1.1: Map of the Kingdom of Saudi Arabia

(http://upload.wikimedia.org/wikipedia/commons/1/1c/Saudi_Arabia-CIA_WFB_Map.png).

Saudi Arabian facts and figures (1989) says that the huge range of oil products in Saudi Arabia and the size of its petroleum deposits has made it one of the wealthiest countries in the world. As a result of the oil industry, people have moved to the cities because of good living standards, opportunities to obtain work and the availability of better education for their children (AlMunajjed, 1997).

Saudi Arabian culture and Saudi Arabian society have their own special features. In the Islamic world-view, Saudi Arabia is considered to be conservative and traditional. This is because of the adherence to Islamic beliefs and values, the influence of Saudi Arabian society, and the strong clan relationships among the people. The Islamic religion is a central part of peoples' lives because of their daily practice of Islam as well as their faith (Jamjoom, 2009; Quandt, 1985). The constitution of Saudi Arabia is based on the Holy Qur'an. The Holy Qur'an both formulates Saudi Arabian Islamic law and provides guidance to people in the conduct of their lives by encouraging good works and moral behaviour (Al-Rashidi, 1987).

Although Islam continues to play a significant role in peoples' lives, Saudi Arabia has been affected by recent technological advances. The Saudi Arabian government sends

as many learners as possible to overseas institutions so that they can learn in fields such as medicine, science, engineering, English language and business. The government does this to improve the economic well-being of the country, and because of its positive impact and because of the knowledge it brings to the country for current and future generations.

Just as it is in any other country, the main function of teachers in Saudi Arabia is to instruct, but there are differences between the role of teachers in Saudi Arabia and the role of teachers in other countries. These differences principally arise because teachers in Saudi Arabia are expected to be role models for their learners and for the parents of their learners both inside and outside the school. Saudi Arabian teachers are expected to live their private lives in accordance with the teaching of Islam. It is not sufficient for Saudi Arabian teachers to simply be competent classroom teachers. If their private lives do not accord with the teaching of Islam, they will not be permitted to practice as teachers, and their employment will be terminated by the Ministry of Education in Saudi Arabia.

Equally, learners in Saudi Arabia are expected to display the respect that should be given to a teacher who is a role model. This respect must be shown to the teacher both within and outside the school. Examples of the way in which learners are expected to show respect for their teachers can be found in the fact that learners do not eat, drink, chew gum, or lounge disrespectfully in their seats while they are in the classroom. Learners do not interrupt or contradict their teachers. For example, if the teacher talks to a learner in a disrespectful manner, the learner will not answer back. Any complaints about misbehaviour must be raised with the school principal, who is required to resolve any such problems. Because teachers in general are expected to be role models in Saudi Arabia, school principals are accorded great respect in Saudi Arabian society, and are looked up to as leaders of education. Members of Saudi Arabian society seek advice on education issues from school principals.

The differences between Saudi Arabia and all other countries extend beyond the role of Saudi Arabian teachers. There are also differences between the expected roles of Saudi Arabian family members with respect to the education of their children as compared to the expected role of parents from western countries. Within Saudi Arabian culture, fathers represent the family on issues relating to education. Saudi Arabian fathers are

expected to ensure that when their children attend school they not only have an understanding of the principles of Islam, but also act in accordance with these principles. Misbehaviour by children at school will bring shame on the child and on the family of the child. If a child continually misbehaves at school, the teacher and school principal will correct the child and inform the family of the child about the misbehaviour. The role of the father is to ensure that the misbehaviour stops. Parents are expected to be involved and interested in the education of their children and teach their children to show respect for teachers, as required by the principles of Islam.

1.4 Statement of the problem and significance of this research

Recent studies (AlMaiman, 2005; Alnatheer, 2013; Brophy, 2010; Brown, 2007a; Dornyei, 2001a; Makrami, 2010) show that motivation is one of the most significant factors in language learning in the EFL context. Motivation is the energy that helps learners keep striving for knowledge and to overcome their difficulties in learning English. A learner who has regular contact with English speakers is likely to be motivated to learn how to speak English and to communicate in English. Similarly, a science learner who needs to consult English language journals about scientific issues is also likely to be motivated to learn English. In contrast, learners who do not have such compelling reasons to learn English will be less motivated to learn English.

Al-Seghayer (1997) states that Saudi Arabian learners seem to be less motivated to learn English than in other countries, and that their teachers face a real challenge in inspiring them to overcome their difficulties in learning English. One reason for lack of motivation among learners is to be found in the context of English as a FL in Saudi Arabia. Learning English is not seen as important by L1 Arabic speakers in Saudi Arabia. Teachers and learners communicate regularly in Arabic and may not see a need to learn English. English is not regularly used in their local communities and English language teachers often have both limited exposure to English and limited English language skills. There are 9.5 million non-resident workers in Saudi Arabia, but most are from L1 Arabic countries such as Egypt, Sudan and Yemen and many do not speak English fluently. In addition, although access to the internet can increase both motivation and fluency in English, there must be a fine balance between educating learners and keeping them safe. EFL teachers in Saudi Arabia also have limited training in teaching English language programs. As in other EFL contexts such as Indonesia,

Japan and China where English language teacher training relating to motivation is inadequate, Saudi Arabia has been slow to adopt motivational strategies to assist English language teachers to inspire themselves and their Saudi Arabian learners. All of these factors combined result in Saudi Arabian learners who struggle to acquire both the form (grammar) and the function (use) of the English language (Al-Seghayer, 1997).

Although Saudi Arabian English language teachers try to assist Saudi Arabian learners to be more proficient in their English language learning, learners do not always achieve success. While there has been research into such motivational strategies in other EFL contexts, including Indonesia (Lamb, 2007), Taiwan (Cheng & Dornyei, 2007) and China (Chen et al., 2005), there are gaps in understanding the specific factors affecting learning of English in Saudi Arabia. As a result, the aforementioned research is not necessarily applicable in Saudi Arabia.

Currently, there is insufficient knowledge to identify issues concerning the motivation of English language learners in Saudi Arabia. The barriers to increasing teacher motivation are not fully understood and nor is the effect of parental influence on motivation of learners. In addition, more information is needed regarding the influence of the school and of factors within Saudi Arabian society on the motivation of both teachers and learners. The existence of gaps in the knowledge of how these factors affect the teaching and learning of English contributes to a lack of motivation among Saudi Arabian learners - both in the short and the long term (Moskovsky & Alrabai, 2009). These gaps in knowledge also mean that Saudi Arabian English language teachers lack the tools necessary to implement successful motivational strategies inside their classrooms. Finally, Saudi Arabian English language teaching does not integrate the form and the function of the language, which is necessary if learners are to achieve proficiency in English (Alabbad, 2009). These gaps in knowledge and current teaching methodology act together with the result that learners are not motivated to learn the language and teachers are not motivated to teach the language in an inspirational manner.

The significance of this research is that it concentrates on how learners, teachers and parents of learners perceive a variety of factors that affect motivation of learners to learn English within the specific context of Saudi Arabia. Although previous research has helped to develop an understanding of initial strategies to motivate learners to learn

English (AlMaiman, 2005), there has not yet been an analysis of the perceptions of those involved in an EFL context in Saudi Arabia. This research aims to determine how the motivation of learners is influenced by the perceptions towards each of the motivational factors (the learners, teachers, parents, the school and the Saudi Arabian society) and thus to predict how this might affect the English learning outcomes.

1.5 Research questions

The aim of this study is to explore the perceptions of learners, teachers and parents of learners as they relate to various motivational factors used by learners, teachers, schools and families in an EFL context to motivate L1 Arabic speakers of English and to motivate L1 Arabic teachers of English in Saudi Arabian context. Problems lie with both learners and teachers. Large numbers of L1 Arabic speakers of English have commented on the limited English ability of their teachers (AlMaiman, 2005). Many Saudi Arabian English language teachers attribute the limited English language skills of their learners to a lack of enthusiasm by learners and to a supposition that the families of learners do not sufficiently encourage their children to learn the language (AlMaiman, 2005). Both issues need to be addressed.

This study differs from other research because it concentrates on perceptions of motivational factors such as learner motivation, teacher motivation, the impact of the school context, the impact of the family environment and the effect of the Saudi Arabian context rather than on perceptions of motivation in general. The researcher hopes that the results and conclusions of the research will have a positive impact on motivation in the Saudi Arabian educational system. The research aims at identifying ways in which motivation can be improved – leading to improvements in the education system.

This research study will attempt to answer the following principal question:

Are there differences between the perceptions of learners, teachers and parents of learners in relation to factors that can motivate English language learners of EFL in Saudi Arabia?

To address this main question, the following **general questions** will be investigated:

- 1- What are the perceptions of learners in relation to factors that motivate them in their learning?
- 2- What are the perceptions of teachers in relation to factors that motivate learners in their learning?
- 3- What are the perceptions of parents in relation to factors that motivate their children in their learning?

The opinions of learners, teachers and parents will be used to rank motivational factors influencing English language learners in order of their perceived importance, to determine the contribution of each factor to student learning.

These following four specific research questions will be used as vehicles to address the above four broad questions:

- 1- What do English language teachers and parents of English language learners do that influences the perceptions of English language learners in a manner that encourages learners in their English language learning?
- 2- What effect does the school environment have on the perceptions of English language learners as regards encouraging or discouraging English language learning? What factors in the school environment create this effect?
- 3- What is the effect of the foreign language setting on the perceptions of English language learners in their English language learning?
- 4- Do English language learners, teachers and parents believe that the English language curriculum affects the perceptions of English language learners in a way that encourages learners in their English language learning? How and why does it do this?

1.6 Objectives of this study

The objectives of this study are to:

- Explore the perceptions of major motivational factors that affect English language learning in Saudi Arabia and especially the role of learners, teachers, parents, schools and the general context of Saudi Arabian society.

- Provide information for teachers, educators and policy makers in relation to learning and teaching of English language in Saudi Arabia.
- Encourage the development of learning processes and teaching practices that encourage learners to learn English in Saudi Arabia.
- Enable Saudi Arabia to succeed in encouraging English language learning by contributing to the development of improvements in motivation practices in Saudi Arabia.

1.7 Ethical issues

The researcher considered a number of ethical issues before data collection began. The researcher determined that he would use only participants who were volunteers and that no one would be pressured into participating. In addition, the researcher determined that all participants would be treated with courtesy and respect and that their entitlement to privacy would be upheld. This decision meant that personal information would not be disclosed but kept confidential. Dornyei and Taguchi (2010) defined ethical principles for researchers in the collection of information. These are that there should be no harm arising for participants because of their participation in the research, that respondents should have the right not to answer, that participants were assured of the confidential nature of their information and that it would be used only for the nominated research purposes.

Before any research was conducted, the researcher determined that he would adhere to these principles. The researcher also determined that all participants were entitled to be fully informed about the nature of the study and the purpose of the research. This is (of course) mandated by Flinders University policy for ethics and ethics approval (Project No: 5298). No research was carried out without the prior permission of the Social and Behavioural Research Ethics Committee (SBREC). Once this permission was given, the researcher sought written consent from all participants and distributed information papers to all participants in the interviews. Copies of the documentation were also forwarded to parents of participants.

The researcher works as an English language teacher in Saudi Arabia. In accordance with the Flinders University ethics policy, the researcher took precautions to ensure that

he did not influence the conduct or results of the research and to ensure that all participation was genuinely voluntary. Advice and assistance regarding the conduct of the research was sought and obtained from the Saudi Arabian Ministry of Education.

1.8 Overview of the structure of the thesis

In this thesis, there are seven chapters including the first chapter that presents the introduction. The following structure of this research study will be summarised as:

Chapter 2 reviews the literature concerning motivation in the EFL context generally and more specifically in relation to the Saudi Arabian context - the country where the research was conducted.

Chapter 3 describes the methodology used in the research, it describes how the data were collected, the various research tools used in this study and how the data were analysed.

Chapter 4 reports the results derived from the responses of learners to the questionnaires that they completed.

Chapter 5 reports the results derived from the learner responses to the individual interviews and the results derived from interviews with individual English language teachers and interviews with individual parents of learners.

Chapter 6 discusses the quantitative and qualitative data derived from the responses of learners, teachers and parents of learners to the questionnaires and interviews.

Chapter 7 sets out a summary of the research, its conclusion and recommendations arising out of the research.

1.9 Conclusion

In this introductory chapter, the researcher has discussed research that deals with motivation as an essential ingredient in learning and teaching English in an EFL context in general and specifically in relation to Saudi Arabia. This chapter outlined the specific problem that will be addressed and the significance of the research. Specifically, the research sets out to examine perceptions of learners, English language teachers, and parents of learners in relation to factors that influence the motivation of Saudi Arabian

English language learners in their learning of English. The aims of the research, the research questions that will be examined, the objectives of the research, the limitations of the research and the treatment of ethical issues arising during the course of the research are also summarised.

2. Review of the literature

2.1 Introduction

This chapter reviews the literature on motivation as a general concept in an EFL context and specifically in Saudi Arabia. This chapter also includes definitions of motivation, sets out a theoretical framework for this study, and discusses how motivation can be facilitated and general factors affecting motivation in an EFL context. This chapter also discusses the impact of specific motivational factors including learners themselves, English language teachers, the families of learners, schools and the impact of Saudi Arabian society. Since computer Assisted Language Learning (CALL) has been shown to be an important resource for influencing motivation in EFL contexts and an effective teaching method (Alabbad, 2009), it will also be discussed.

2.2 Overview of motivation

2.2.1 Definitions of motivation

I now turn to some of the definitions of motivation. It has attracted much attention from researchers and there are a number of definitions. Motivation is generally thought of as what Dornyei (2001b, p.1) has called a "broad umbrella" because it contains various shades of meaning. Despite this, most researchers (Dornyei, 2001a; Brophy, 2010; Brown, 2007b) have adopted common terminology that focuses on direction and intensity (Dornyei, 2001a), and on the decision that a learner makes to pursue goals and the effort that a learner dedicates to achieving those goals (Brown, 2007b). As an abstract concept, motivation can be categorised as what clarifies why learners 'do what they do' (Brophy, 2010). In another words, motivation can give a clear understanding to learners of the logic behind their studies.

In the classroom setting, learner motivation is the degree of attention, concern and effort put into different learning activities in light of previous experiences, willingness to participate in the activity in question and the reasons for doing so (Brophy, 2010). According to Keller (1983) motivation is an individual's choice of goals or experiences and the associated level of effort that is needed to achieve or avoid that goal or experience. In the light of the integrative motivation model, Gardner (1985) considers

three components that comprise motivation: the amount of effort that a learner decides to spend to achieve his goal, his desire to achieve that goal and his attitude towards utilising learning activities to obtain that goal.

Motivation includes the connection between the effort expended, the desire to attain the various aims of learning the target language, plus the attitudes towards learning a language (Gardner, 1985). Gardner (1985) says that all three major parts of motivation are necessary for language learning and for evaluating the degree of motivation in learners. Gardner (1985) writes that motivation to learn a second or a foreign language also depends on the individual's intensity of desire to learn that language for its own sake and the satisfaction that an individual derives from his learning activities, so there is a direct connection between motivation and success in learning the English language. Alotaibi (2004) says that motivation has three main components: the concentrated effort, including the time and energy of the learner, the desire to learn a language and the satisfaction with tasks undertaken in the learning process. Ellis (1994) has proposed a general definition of motivation as the extent of efforts that learners put into their learning a foreign language as a consequence of their needs or desires.

Dornyei and Otto (1998) say that, in a general sense, motivation can be defined as the dynamic changing of individual desires and wishes that the individual has selected to act effectively in learning. Another definition of motivation by Heckhausen (1991) refers to “goal-directed behaviour” that motivated individuals can undertake. Brown (2007b) contends that motivation consists of the kinds of choices people make about what they want to gain and the effort they put in to accomplish their goals. In a similar vein, Nunan (1999) writes that motivation in the context of second language learning is a mixture of learners' efforts and their desire to achieve the underlying purpose of learning a language, coupled with their positive attitudes toward the process of learning a language.

In other words, motivation consists of the selections that humans make to achieve their goals, to realise their desires, and to assess how much effort is needed to achieve their goals and desires (Alotaibi, 2004; Ellis, 1994; Keller, 1983). Brophy (2010), Dornyei (2001b) and Maehr and Meyer (1997) describe motivation as a theoretical concept that describes various components of behaviour such as direction, initiation, intensity, quality, and persistence of behaviour, particularly “goal-directed behaviour”. This

applies inside and outside the classroom and is important in influencing learners' motivation.

While acknowledging the work conducted by other researchers, the author of this study has the view that earlier work in this area did not pay sufficient attention to the vital role of attitudes in the language learning process (Alotaibi, 2004; Brophy, 2010; Ellis, 1994; Keller, 1983). This author prefers Gardner's (1985) definition because it is the most comprehensive and because Gardner recognises what this author sees as key elements in language learning: motivation, attitude and achievement.

In addition, the researcher is influenced by Dornyei (2001a) who points out that one cannot avoid Gardner's influence in relation to motivational theories in second or foreign language acquisition. With his colleagues in Canada, Gardner was a pioneer researcher in the field of motivation. Because of this, this research will begin with an overview of his work. Gardner (1985) has highlighted the very strong connection between motivation and learning in the learning process and the importance of teachers who are motivated to achieve specific goals for their learners and for their subject. Especially in the Saudi Arabian context, motivation usually refers to Saudi Arabian learners who have been compelled to learn the English language and their different needs, interests and desires about obtaining mastery of the language. In the Saudi Arabian context, motivation can be examined from a variety of different perspectives covering the personal goals of learners, their psychological needs and the educational process (Al-Bassam, 1987; AlMaiman, 2005; Alrabai, 2010).

In summary, the key features of motivation include learners' attention, efforts, goals, desires, satisfactions, goal-directed behaviours, beliefs of learning and positive attitudes towards learning a language (Alotaibi, 2004; Brophy, 2010; Brown, 2007b; Dornyei & Otto, 1998; Ellis, 1994; Heckhausen, 1991; Keller, 1983; Nunan, 1999). However, the most important features are effort, desire and positive attitudes towards learning a language, as reflected in Gardner's (1985) definition.

2.2.2 Relationship of motivation to behavioural, cognitive and constructivist approaches

Views on how to foster motivation in classroom practice vary considerably. However, the word motivation can be defined in several ways (section 2.2.1), and the expressions

behavioural, cognitive and constructivist motivation are sometimes used. Each of the views on motivation may be relevant to teaching and learning a second language.

Brown (2007b) writes that behavioural motivation is related to rewards and reinforcement. For example, rewards such as gifts, money and good marks may motivate learners to learn a language. Behavioural motivation can also arise through other factors that are external to learners including, for example, a government policy that requires the learning of English such as is the case in Saudi Arabia.

Brown (2007b) points out that the idea of cognitive motivation emphasises the 'innate drives' of the learner to learn a language. Some learners have strong internal desires to learn English. Such learners have cognitive motivation. Other learners do not have an innate desire to either learn English or to be exposed to English language culture. Such learners lack cognitive motivation. In contrast, constructivist motivation can arise from interaction with people in English speaking societies. This interaction can create the motivation to learn a language. Brown (2007b) says that motivation is based on social and cultural environments. For example, when learners interact and communicate with people from an English speaking society, this may motivate them to learn a language and expose them to it. Thus, workers in international airports in non-English speaking countries may be motivated to learn English to enable them to perform their work more effectively. As another example, if travel agents, or tour guides meet international visitors who speak English, they may be encouraged to speak English to identify the needs of their visitors and to provide them with enhanced service.

2.2.3 Relationship between intrinsic and extrinsic motivation

One of the threads running through the attempts to describe motivation in relation to EFL learning (Brown, 2007a; Brown, 2007b), is the classification of motivation into two main types: intrinsic and extrinsic. Intrinsic motivation occurs when learners carry out their activities because they want to improve, because they enjoy doing it or because they have their own internal desires to carry out the activity, rather than because they may receive an external reward for doing it (Brown, 2007b; Collins & Amabile, 1999; Ellis, 1997; Pintrich & Schunk, 1996). Collins and Amabile (1999) write that when learners are involved in an activity or task to please themselves, satisfaction comes from performing the task and from the gratification, challenge and interest that it provides for the individual. Brown (2007a), Bruner (1962) and Bruner (1966) support the use of the

term 'autonomy of self-reward', arguing that the way to support autonomy in learners is to avoid punishment as well as limiting rewards. For example, intrinsic motivation is present if learners are encouraged for their own internal reasons to learn English and expand their knowledge of the English language for its own sake without external pressure. Another example could be when learners start learning more than one language for their own pleasure and satisfaction without being forced to learn the language.

Some research (Liuoliene & Metiuniene, 2006; Malone & Lepper, 1987; Purkey & Stanley, 1991) has conceptualised intrinsic motivation as being what learners do without thinking about external rewards, engaging in activities because of the enjoyment it brings them. Vallerand (1997) has proposed three sub-categories of intrinsic motivation, which include (a) *Intrinsic motivation to learn* where the learner performs a task for improving his or her knowledge and to understand new ideas. For example, when a learner studies another language besides his/her own first language for its own sake to understand new concepts; (b) *Intrinsic motivation for achievement* where the learner experiences a challenge in engaging in the activity and tries to obtain a goal. For example, when a learner gets involved in activities to achieve high marks in the language; and (c) *Intrinsic motivation to experience stimulation* where the learner engages in the task to undergo an enjoyable experience, for example, when learners engage in activities that give them extra satisfaction for themselves. Bachman (1964), Bruner (1962) and Deci and Ryan (1985) suggest that learners can increase their intrinsic motivation by making decisions about their own progress without external incentives and by selecting their own methods to improve their learning and achieve positive outcomes for their long term learning.

In contrast, extrinsic motivation occurs when learners engage in activities or tasks inside or outside the classroom, such as homework or assignments, to gain external rewards or benefits. These rewards might include achieving higher grades, receiving praise, embarking on a career, receiving prizes or financial incentives, or even avoiding punishment (Brown, 2007b). Lepper, Greene, and Nisbett (1973) state that extrinsic motivation exists when a learner is involved in an activity for reasons such as to obtain reward or high marks. According to Brophy (2010), while extrinsically motivated learners make an effort to engage in classroom tasks so they can obtain rewards,

intrinsically motivated learners participate in the activity because they enjoy doing so and find the activity interesting.

Deci and Ryan (2000) have expressed similar views, saying that although extrinsic motivation focuses on the performance of a task to obtain external outcomes, intrinsic motivation focuses on the task itself as the source of satisfaction. Extrinsically motivated learners are willing to perform the activity not because of the inherent value of the task itself but because they want to achieve extrinsic rewards or incentives. An example of extrinsic motivation can be found where a learner does an assignment to obtain high marks because high marks in the subject are mandatory to obtain entry into a preferred course such as medicine, compared with doing the assignment because of a love of the subject or to improve knowledge.

Some researchers (Nicholls, 1984; Wang, 2006) have the view that extrinsic motivation is present when learners learn a language to please others (such as teachers) or to obtain recognition from others (such as parents). They have also expressed the view that extrinsic motivation is present if a task is performed to avoid punishment or be able to leave school early. However, other researchers (Brophy, 2004; Brophy 2010; Deci & Ryan 1985) have argued that rewards can have a negative influence on learner performance and actually decrease motivation if the rewards overcome intrinsic motivation so that learners become attracted to different kinds of rewards. For example, if teachers give learners regular rewards, such as unusually high marks, learners will lose interest in obtaining rewards.

Extrinsic motivation seems to be less powerful than intrinsic motivation because intrinsic motivation comes from within learners themselves (Brophy, 2010; Brown, 2007a; Brown, 2007b; Guay, Ratelle & Chanal, 2008). Learners who learn a language because they want to speak it are more motivated than learners who learn the language because government policy requires them to learn the language. Research (Collins & Amabile, 1999; Deci, 1972) indicates that intrinsic motivation is a significant factor in second and/or foreign language acquisition, but intrinsic and extrinsic motivation both form a continuum that encourages learners to learn. Brown (2007b) has expressed the view that positive feedback is the only type of extrinsic reward that is able to increase intrinsic motivation because it enables learners to experience feelings of competence

and self-determination. Learners will definitely learn more and derive greater benefit from activities set for them by teachers if they are motivated (Dornyei, 2001b).

When it comes to learning a language in an EFL context, it is possible that extrinsic motivation is more successful than intrinsic motivation. Research (Ellis, 1994; Gardner, 1985; Lukmani, 1972) indicates that intrinsic motivation may be less effective in an EFL context than extrinsic motivation because learners lack opportunities to be exposed to the target language and its culture. They are unable to communicate with native English speakers and English is taught and spoken only in the classroom. Indeed, Alrabai (2010) has expressed the view that extrinsic motivation, such as money, is more appropriate in EFL contexts than in other contexts because it can increase learner enthusiasm and encourage them to work harder. However, external inducements, such as money, can have negative impacts on learners particularly when external rewards cease (Gardner & MacIntyre, 1991).

In research conducted through a 54 item questionnaire based on the 5-point Likert scale, AlMaiman (2005) found that Saudi Arabian learners are more responsive to extrinsic than to intrinsic motivation to learn English in an EFL context. AlMaiman's item 39 set out the proposition '*English will help me better understand the English speaking people and their way of life (e.g., Americans, British, Canadians)*' and his item 41 explored the proposition '*English is very helpful for communication with the huge number of foreign labourers working now in Saudi Arabia*'. There were high levels of agreement to both of these items, indicating that Saudi Arabian learners showed a lack of intrinsic motivation, and want to learn English for extrinsic purposes (AlMaiman, 2005). Dornyei (1994) and Gardner (2001) also believe that foreign language learners are more influenced by extrinsic or instrumental motivation because of their lack of exposure to the social and cultural influence through contact with native speakers of the target language.

Kraemer (1993) agrees with the proposition that extrinsic motivation is more vital in EFL contexts than intrinsic motivation. Kraemer's (1993) research with Israeli high school learners studying Arabic indicated that learners wanted to study Arabic for extrinsic reasons of security and national interest. For example, if Israeli learners speak Arabic, they can communicate with other Arab nationals easily. Gardner (1988) also emphasised that instrumental or extrinsic motivation can play a significant role in

foreign language settings. For example, some Saudi Arabian learners want to learn the English language in order to obtain a high salary by working with foreign companies in Saudi Arabia and others because of the influence and encouragement of their parents to learn it. On the other hand, some Saudi Arabian learners love the language, the culture and English speaking people.

2.2.4 Describing motivation generally in language learning and teaching

The concept of motivation is widely used in our professional and personal lives. In relation to foreign language learning, people think of motivation as a part of the learning process and envisage teachers engaged in activities that assume that the learners are already involved in learning the language (Dornyei, 2001b). This researcher's personal experience, however, indicates that the curiosity of a teacher in teaching a language is not necessarily the same as that of a learner to learn a language. Teachers who want to impart knowledge may use a variety of strategies to stimulate enthusiasm in learning among learners and these may be successful even when the learners do not originally intend to learn the subject. Similarly, learners may have a genuine thirst to learn about a subject even if the teacher has little interest in teaching that subject. Consistent with this, Weber's research (2003) has shown a similar relationship between interest and motivation in the effect on learning and teaching the language.

Many factors can affect SL and/or FL learning and teaching, including motivation, which plays a major role in learning and teaching English (AlMaiman, 2005; Dornyei, 2001a, 2001b). Thus, ability and opportunity to learn a language are not necessarily determinative of language learning outcomes (Rubin, 1975). Gardner's integrative motivation model (1985) emphasised the relevance of integrativeness, the willingness to learn the language of a culture liked by the learner, and the attitude of the learner towards the learning environment. Researchers (Alnatheer, 2013; Dornyei, 2001a, 2001b; Makrami, 2010) after Gardner came to understand that the motivational impact of the reason to learn plays a major role in language learning achievement and in the teaching of language learning. Researchers began to understand that creating a desire to learn amongst learners can produce better outcomes and that learners who have a high desire to learn and positive attitudes towards acquisition of a language can acquire higher skill levels and proficiency in the English language (Alderman, 1999; Brophy, 2010; Brown, 2007a; Chapman & Vagle, 2011; Dornyei, 2001a; Dornyei, 2001b;

Gardner, 1985; Makrami, 2010; McLean, 2009; Oxford, 1996; Pajares & Urdan, 2002; Stipek, 2002).

Motivation changes over time through the process of learning and teaching (Dornyei, 2001a). Bruning, Schraw and Norby (2011) write that it is preferable if teachers understand the effective factors of motivation, which include the extent of learner beliefs and abilities, the level of self-confidence of the learner, how much they are willing to attribute to their own abilities, how determined they are to achieve, what their goals are, why they are interested in the subject and why they need to study a subject. All of these factors play a part in encouraging learners to learn and succeed in English inside and outside the classroom.

The relationship of motivation to metacognitive awareness is vital in language learning. Bruning, Schraw and Norby (2011) define metacognitive awareness as how knowledgeable learners think about their own thinking process and it is part of other cognitive functions, such as attention and perception. Others (Garner & Alexander, 1989; Meichenbaum, 1985) define metacognition as understanding how to understand something and as a process in which learners manage their studying and thinking behaviour. Skilled language learners who are aware of their metacognitive capabilities evolve various metacognitive strategies or skills to assist in learning and understanding the language. Bruning et al. (2011) and Oxford (1996) write that the metacognitive strategies learners should know include regulation (self-testing to monitor their understanding), planning (developing aims for their learning), and evaluation (of both their learning and their self-regulation strategies) to encourage their ability to learn more effectively. For instance, learners should know how, why, when they learn the language and what are their aims for learning that language. Learners also become metacognitively aware if they start discussing their language learning and strategies, ask questions and talk about their ideas.

Self-awareness capacities relating to both motivation and cognitive growth are self-efficacy, self-regulated learning, self-attribution and self-determination, all of which contribute to learning a language (Bruning et al., 2011). According to Bruning et al. (2011), self-efficacy is the individual's own evaluation of his ability to achieve the desired goal. It concerns the assessment by learners of their ability to perform a particular activity or task in a specific field (Bruning et al., 2011). There is no guarantee

that high self-efficacy will always carry over into every setting because of the presence of different behavioural, environmental and personal reasons (Bruning et al., 2011). However, self-efficacy is fundamental to achieving good results in any field, both in learning and in teaching (Brophy, 2010; Brown, 2007a; Bruning et al., 2011).

Bruning et al. (2011) state that if learners have high self-efficacy, it will influence their performance positively, and if learners perform well in their learning, this will in turn have a positive influence on their self-efficacy. For example, imagine two learners who have the same low grades on their English test. Although he finds it difficult, the learner with high self-efficacy will continue to study English as he is confident of his ability to succeed in the long run. The other learner who has lower self-efficacy will believe he will inevitably fail and give up trying. Therefore, self-efficacy has a vital influence on learner performance and achievement in and out of the classroom (Bruning et al., 2011; Murdock & Anderman, 2006; Schunk, 2008; Schunk & Zimmerman, 2006; Woolfolk-Hoy et al., 2006). Believing that one can succeed at something is often necessary to the actual achievement of success.

Another self-awareness factor is self-regulated learning, which implies that individuals are able to control all aspects of their learning, from planning to performance evaluation (Bruning et al., 2011). Zimmerman (2000) writes that most self-regulation learning theories involve three fundamental components: metacognitive awareness, strategy use and motivational control. Metacognitively aware learners have understanding of a wide range of information and are thus able to assess with precision the effectiveness of each strategy in order to select the most appropriate (Bruning et al., 2011). An important aspect of metacognitive awareness is 'planning sequence', where learners focus on goals, plan how to achieve them and evaluate which goals they have achieved. Bruning et al. (2011), Pintrich (2000b), and Zimmerman (2000) write that learners who do adequate planning generally succeed in their learning.

Individual skills and abilities of learners are vital in self-regulated learning, as motivated, skilled learners select strategies for their learning process and make the best use of their resources to suit their needs (Bruning et al., 2011). Strategies are considered to be plans and techniques developed to aid success in any venture, for example that of learning a foreign language (Oxford, 1990). Motivational control refers to an individual's abilities that allow learners to set their objectives and develop positive

beliefs about their skills and performances, and adapt to emotional requirements of learning (Bruning et al., 2011). While skilled learners understand the importance of effort and learning strategies in their learning, unskilled learners attribute their poor performance to 'uncontrolled causes, such as ability and luck' (Bruning et al., 2011, p.115). This indicates that teachers should assist unskilled learners to undertake self-guided study to improve their English language learning.

Self-attribution, another example of self-awareness, is an individual's ability to rationalise their own contribution to and responsibility for past events in their life (Bruning et al., 2011). Attribution, or how people perceive the meaning of events in their lives, explains why learners who have the same outcomes may respond in different ways. For example, two learners might receive the same grades on an English test. One learner might become upset and angry and decide to drop the subject because he attributes his poor performance to the teacher having given an unfair test. In contrast, the other learner might attribute his performance to his own lack of effort and decide to work harder to ensure a pass on the next test. Bruning et al. (2011) and Peterson and Schrieber (2006) state that learners who attribute their results to causes they cannot control, attributing poor performance to their lack of ability and to poor teaching for example, are less likely to seek assistance, lack clear goals, fail to adequately utilise learning strategies and usually perform badly. Teachers can increase learner motivation by encouraging them to focus on areas within their control, such as effort and time, rather than on areas that they cannot control, such as lack of ability and luck.

In addition, learner beliefs play a very powerful role in the learning process and in influencing the academic performance of learners in a positive or a negative way (Bruning et al., 2011). Learners may believe that their ability to succeed is determined at birth and they cannot change it. Others may believe that people succeed through hard work and through using learning strategies. Learner beliefs about learning English have an impact on their behaviours, performance and success, so awareness of these beliefs can also affect the ways in which learners can be encouraged and helped in their English studies (Nunan, 1999). As children grow up, their beliefs about education and study, especially English, can change over time. Beliefs are complex and dynamic and not only vary from one person to another, but from time to time for the same individual, from one place to another and from one country to another (Bruning et al., 2011).

Moreover, the personal academic goals of learners affect how learners can be encouraged in their learning of a language. Bruning et al. (2011) state that learners have two types of goals, of which the first, 'incremental beliefs', gives rise to the development of learning goals by which "individuals seek to improve their competence" (p. 136), as for example when a learner improves his or her learning skills to gain better results in English. The second type of goal, 'entity beliefs', concerns performance goals, whereby "individuals seek to prove their competence" (p. 136), for example, when a learner is aware of having knowledge and understanding of English. A number of researchers (Ames, 1992; Anderman & Wolters, 2006; Bruning et al., 2011; Greene & Miller, 1996; Midgley, Kaplan, & Middleton, 2001) have shown that learners with learning goals tend to be more successful, while learners who have performance goals tend to become upset and frustrated because they attribute their failure to their lack of ability, lack of adequate teaching and to other external reasons. Bruning et al. (2011) state that learners with learning goals seek more challenging tasks, take risks in their learning and spend more time on difficult tasks. Learners with learning goals attribute their success and achievement in the language to their own efforts rather than to natural ability, use learning strategies, seek the assistance of their teachers, have more self-confidence in their learning and perform better in their learning (Bruning et al., 2011).

To sum up, learner motivation depends on many factors including the level of self-efficacy, self-determination and self-attribution held by a particular learner, the tendency to attribute negative reasons to results, the strategies adopted for self-regulated learning, individual beliefs and the personal goals of learners in learning a language. All of these factors can have positive and negative influences on how learner learns the language. Also, the role of the teacher is important to encourage learners, and to inform them to be aware of self-awareness capacities.

2.3 Motivation in EFL contexts

Having discussed the general impact of motivation on learning and teaching, it is useful to examine how motivation occurs and how people communicate in English in the ESL and EFL contexts. Brown (2007b) defines an EFL environment as existing where English is studied or learnt only in the classroom and where people generally do not use it in the community. In the Saudi Arabian EFL context, English is compulsory in public schools. Thus, motivated learners may want to learn English, while other learners may

learn it to pass exams without seeing any other benefit in learning English (Gitsaki, 2011).

Kachru (1988, 1992) and Crystal (1997) use the terms 'expanding circle' countries and 'inner circle' countries to discuss this concept. 'Inner circle' countries are those where English is spoken as the native language or as a first language. Such countries include the United Kingdom of Great Britain and Northern Ireland, Australia and the United States of America (Crystal, 1997; Kachru, 1988; Kachru, 1992). Kachru (1992) and Crystal (1997) say that expanding circle countries are those that were not colonised by 'inner circle' countries and where English is neither the first language nor is spoken during daily life. However, expanding circle countries recognise the significance of English globally and they encourage the learning of English. One example of an expanding circle country is Saudi Arabia.

Johnson (2002) says that context is one of the most significant components in language learning. To adequately learn the language, learners need to have the opportunity to join English language clubs, listen to English language media, watch films in English and read books in English. Because of this, learning in an EFL setting is not easy and can create problems in the learning process. Unlike Brown (2007b) definition, Lamb (2002) agrees that it is difficult to achieve competence in EFL contexts and that competence is available to individuals only where their families encourage their children to learn English.

Motivation to learn English is needed in and out of school and the teacher's role is vital, particularly in foreign language settings. Brown (2007b) states that the teacher's position in the classroom is significant when they conduct lessons, present new approaches, create competence in communication among learners and when they assess learner needs for attaining English competence. Brown (2007b) has recommended that in EFL environments, motivational activities inside the classroom can inspire learners and reduce obstacles to learning. Brown (2007b) also recommends working in groups, working with peers, sharing ideas and discussing activities. He also suggests giving students the opportunity to communicate on different topics in English and encouraging them to refer to English language science magazines and articles to expand their knowledge.

Many teachers in many EFL countries such as China, Japan, Iran and Saudi Arabia still use traditional methods to teach English (Alabbad, 2009; Cooker & Torpey, 2004; Hayati, 2008; Ling, 2008). These include the audio-lingual method, which focuses on syntax, morphology and phonology (Brown, 2007b), and the grammar translation (GTM) approach. Alabbad (2009) says that it is time to change the existing classroom practices of teacher-centred education, where learning revolves around the teacher. Alabbad (2009) recommended the adoption of learner-centred education, in which learners take responsibility for their learning and teachers become facilitators rather than instructors. Alabbad (2009) also recommended that adoption of computer technology such as Computer Assisted Language Learning (CALL) can contribute to learner-centred education because CALL is an interactive experience and learners can study at their own speed. Alawad (2000) has argued that in the EFL context, particularly in Saudi Arabia, the low level of learner motivation is the result of a shortage of appropriate resources. Alawad (2000) points to a shortage of computer technology, lack of English communication in and out of school, and the focus of learners on passing their examinations.

AlShumaimeri (1999), in research on Saudi Arabian secondary schools and Saudi Arabian curricula, found that Saudi Arabian learners are concerned about passing their final exams, concentrating on grammar rules and on how to write in English. Al-Hazmi and Scholfield (2007) have said that while Saudi Arabian learners try to pass their grammar tests and sometimes obtain high marks, they fail English language speaking tests. Therefore, they are unable to communicate fluently in English, which is a significant obstacle for many English language learners. The problems of concentration on passing examinations and negative attitudes towards English arise because of what Surur (1981) and Alabbad (2009) call teacher-centred education, in which learners are seen as recipients of information for whom there is no need to adopt strategies to enhance their learning.

Similarly, in other EFL countries, learners are assumed to be interested in learning English only in order to pass examinations in their English language subject (Chang, 2002). Ling (2008, as cited in Alabbad, 2009) stated that Chinese learners spend eight years learning English using traditional methods. This does not encourage Chinese learners to communicate effectively with English native speakers, if any are available. Additionally, when students live in remote areas communication strategies could be

even more difficult. Alabbad (2009) and Alhamdan (2008) showed that a similar methodology of teaching English language in Saudi Arabia also results in learners experiencing difficulties in English and that this is reflected in their low achievement levels. Alabbad (2009) believes it is important that Saudi Arabia introduce new motivational strategies in teaching and learning English if learner competence is to be improved. It seems likely that learners in EFL contexts lack motivation because of the use of traditional teaching methods, and are concerned only to pass the subject. Thus, additional opportunities to practice English and encouragement of learners to study the language for its own sake are needed.

2.4 Research on motivation in the Saudi Arabian context

One significant issue in Saudi Arabia concerns strategies to encourage English language learners and their teachers and how to adjust those strategies in light of the needs of both. The aim of motivational strategies is success in the language. Such strategies do not consist of sets of unchangeable principles and technique, but are dynamic and reflective processes involving an understanding of concepts that effectively encourage learners. Teachers can utilise interactive approaches to learning English that allow learners to acquire more confidence in using the language. Motivational strategies including interactive approaches are critical to the language learning process and teaching practice (Chapman & Vagle, 2011; Dornyei, 2001b). Finding appropriate strategies to encourage language learning complements the setting of goals by policy makers. While Arabic continues to be the first language of Saudi Arabia, Saudi Arabian authorities have made English compulsory and the sole foreign language taught in intermediate and secondary schools (Al-Seghayer, 1997). Alabbad (2009) noted that over the period 1942 to 2006, teaching and learning of English was a crucial component of the Saudi Arabian Educational system from Intermediate School Grades (level 7) until learners finished High School in Grade 12.

English has become an international language, a *lingua franca*, and has become one of the most prestigious global languages. Since learners use English when studying science, pharmacy or medicine at university, the demand to learn it has increased. Authorities in many countries, including Saudi Arabia, have recognised the importance of adopting English language instruction within their school systems (Najar, 2008). In Saudi Arabia, learning and teaching of English enjoys high status because of the high

demand for English language skills, particularly in schools and in foreign companies operating in Saudi Arabia. Abalhassan (2002) has written that the English language has a very important role in Saudi Arabia and noted its use in many educational settings.

Despite the acceptance of the importance of the English language in Saudi Arabia, in EFL classrooms in Jazan city there are approximately 25-30 learners enrolled in each class, which is too many for adequate learning of conversational English. Also, learners have only 4-5 English language classes each week, so there are limited opportunities for them to communicate in English. In these classrooms, the facilities are inadequate for Saudi Arabian learners to continue reading in English, as there are too few computer labs and a shortage of resources such as English language books or magazines. The teaching style in Jazan city, as in Saudi Arabia in general, is focussed mainly on teacher-centered education and traditional methods to teach English (Alabbad 2009; Zaid 1993). The dominant classroom paradigm is of teachers who deliver information while their passive learners merely absorb it. In contrast, research suggests that a cooperative language learning environment in the classroom, that engages learners in their own education, is far more effective in the EFL context (Dornyei, 2001b; Nunan 1999).

Al-Seghayer (1997) also notes that poor English language achievement by Saudi Arabian learners in later years is a widespread problem in foreign language learning. Al-Jamhour (2005) and Alabbad (2009) agree, pointing out that Saudi Arabian learners enrolling at universities have experienced at least six years of learning English but still have difficulties in academic communication in English. This includes, but is not limited to, academic, professional and social communication skills. In 2006 the Saudi Arabian Ministry of Education decided that English language teaching should occur in elementary schools beginning in grade 5 and that the purpose of this was to improve successful English language speaking (Alabbad, 2009). As a result of continuing poor English language achievement, the Ministry of Education has now decided to improve the English curriculum in elementary schools (Gitsaki, 2011; Khan, 2011). In addition, Al-Jamhour (2005) has written that the Ministry of Education introduced English language learning into all Saudi Arabian institutions to give Saudi Arabian learners the opportunity to learn English and speak English. Researchers (Al-Jamhour, 2005, Al-Jamhour, 1999; Alnofal, 2003; Al-Weshail, 1993; Fageeh, 2003; Jouhari, 1996) have

argued that the problem of learning English arises because of an over-concentration on GTM.

Zaid (1993) has argued that because teaching the "form of the language", the teaching of grammatical rules and reading skills, is thought to be the most important aspect of English language teaching, especially in relation to reading and writing skills, the encouragement of competence in communication has received less attention than it should. Research by Al-Bassam (1987) with female Saudi Arabian English language learners in Saudi Arabia took the form of 270 respondents to a questionnaire (80 items, 50 direct and 30 indirect) and individual interviews with 56 learners. Her findings (Al-Bassam, 1987) revealed a wide gap between what actually happened in Saudi Arabian English language classrooms and the ideal classroom. Al-Bassam (1987) found that problems in teaching and learning English have a number of causes including an emphasis by Saudi Arabian teachers on use of GTM. Also, infrequent contact between Saudi Arabian teachers and native English speakers limits the opportunities for teachers to learn the pronunciation used by native English speakers, and so cannot demonstrate the correct pronunciation of English words to Saudi Arabian learners. Furthermore, classrooms are overcrowded, which creates despondency about learning English and impairs the effectiveness of teachers as they need to put time and effort into maintaining classroom discipline rather than teaching. Thus, devoting more time to the form of the language is unlikely to improve the outcomes of language learning.

Al-Arabi (1983) supported Al-Bassam's view (1987) that there is a disparity between the training given to English language teachers and official intentions and plans and suggested that this has been engendered by the Saudi Arabian educational system. Al-Arabi (1983) noted that the education system emphasises some approaches to the neglect of others and proposed supporting teachers through a variety of programs including implementation of strategies to encourage learners and assistance with self-evaluation, so that teachers could become more aware of their limitations and learn how to improve their performance. In addition, Brown (2007b) outlined the techniques for classroom management that allow teachers to cope with different environments such as big classes and disruptive learners.

Teaching methods play an especially important role in foreign language learning and teaching. Lack of adequate English language teaching has been highlighted by many

researchers (Brown, 2007a; Brown, 2007b; Dornyei, 2001a; Dornyei, 2001b; Harmer, 2007) in many EFL contexts, and particularly in Saudi Arabia (Alabbad, 2009; Rabab'ah, 2005). Although the purpose of learning English is to achieve fluency in English communication, the 1990 Saudi Arabian English program has concentrated on use of GTM in the classroom. However, use of GTM has not achieved a balance between the form and function of the language and or promoted the learning of communicative English by learners (Alabbad, 2009). Furthermore, Al-Seghayer (1997) and Al-Shithri (2001) have summarised a number of problems with learning of English in Saudi Arabian schools, including a low level of learner English proficiency after completion of English language courses. This may be a result of the emphasis on the GTM, lack of opportunities to practice English communication and lack of positive strategies to encourage the learning of English in the classroom. Saudi Arabian English language teachers continue to place a perhaps undue emphasis on the need for learners to use grammar correctly rather than on the use of the language to communicate. Although proper grammatical structure is essential for academic writing, it is the ability to communicate in English that has been neglected in the Saudi Arabian EFL context. Studies (Alabbad, 2009; Alameri, 2009; Al-Bassam, 1987; Zaid, 1993) in Saudi Arabia support the proposition that teaching methods outlined in English language curricula in Saudi Arabia have not been effective in bringing about satisfactory learning results. Therefore, the problem lies with both curriculum planning and implementation of English language teaching.

In relation to the curriculum, Al-Seghayer, (1997) and Alabbad (2009) expressed the opinion that the integration of the four macro-skills of reading, listening, writing and speaking is essential for effective communication. Alrabai (2010) also proposed that there be a new curriculum with the following major objectives including development of strategies to enhance learner motivation in these macro-skills to enable learners to sufficiently understand English conversation. Recently, policy makers have made changes to the education system (Gitsaki, 2011; Khan, 2011) to increase compatibility with these approaches to EFL pedagogy. In conclusion, through the adoption of new motivational strategies and communicative techniques in Saudi Arabia, the aim is to give learners a working knowledge of the language so that they can speak it inside and outside their classrooms, and achieve a balance between the linguistic forms of the language and the function of the language by using a communicative approach.

2.5 Theoretical framework

2.5.1 Theoretical models of language learning underpinning this research

Because the aim of this research is to investigate the perceptions of learners, teachers and parents in relation to motivational factors that influence Saudi Arabian learners in their academic achievement in Saudi Arabia, the researcher will describe three motivational theories and how a combination of these theoretical models is most relevant to Saudi Arabian context. These theories are the "self-determination theory" (developed by Deci & Ryan 1985), Gardner's "motivation theory" (1985), and a model of the role of aptitude and motivation in second language learning by Gardner (2001) and AlMaiman (2005).

2.5.1.1 Theory 1 – Self-determination

Self-determination means to feel in control of your own actions and outcomes (Deci et al., 1989). The self-determination theory, developed by Deci and Ryan (1985), states that a learner's level of self-determination has the most influence on his success in the language. Learners need to have a degree of autonomy, competence and relatedness in order to become self-determined (Deci & Ryan, 1985). A self-determined learner has motivation that is internalised to the extent that even external motivation can increase his level of intrinsic motivation. In contrast, if a learner lacks self-determination and has little intrinsic motivation, extrinsic motivation factors may reduce his ability to develop intrinsic motivation by himself (Dornyei, 2001a).

The self-determination theory focuses mainly on the importance of intrinsic motivation of learners, but extrinsic factors also influence human motivation (Deci & Ryan, 1985; Dornyei, 2001a). Given the aim of this research, this theory is both appropriate and relevant to the environment of Saudi Arabian learners and their families in the Saudi Arabian setting because some Saudi Arabian learners love the language, the culture and English speaking people (Aldosari, 1992; Alnatheer, 2013; Moskovsky & Alrabai, 2009). They have intrinsic motivation and a high level of self-determination. Other Saudi Arabian learners are extrinsically motivated to learn the English language in order to obtain a high salary by working with foreign companies in Saudi Arabia or because of the influence and encouragement of their parents (Al-Bassam, 1987; AlMaiman, 2005). Some Saudi Arabian learners do not want to learn English because they see no need to know the English language, but are forced to learn it because of the school

curriculum. This is also extrinsic motivation. The developers of this theory (Deci & Ryan 1985) explore the relationship between intrinsic and extrinsic motivation, how learners learn a language, the social life of learners and the connection between the cultural experiences of learners.

Research (Dornyei, 2001a; Gardner, 1985; Vallerand, 1997) has found that if teachers support their learners and use different motivational strategies in the classroom, the learners will be more likely to succeed. Teacher encouragement of learners can either take the form of enhancing intrinsic motivation, for example through developing a love of the language by providing learners with entertaining materials in English, or use of extrinsic motivation through giving learners assignments that are used solely for assessment purposes. In addition, Labov (2003) writes that if parents pay attention to their children, spend quality time with them, motivate them to learn a language and help them develop various skills, their children will achieve more and have fewer issues in their learning. Motivation arising from the family context can also be intrinsic, as parents of learners may have a love of language, or extrinsic, where they have a desire to see their children achieve high-status employment. For example, if parents extrinsically motivate their children through support and encouragement, the children achieve a better education. In this context, a better education means that learners will achieve higher marks and have greater fluency in English. If they achieve a better education, learners can obtain entry to a number of well-paid careers that require learners to speak English and communicate easily with foreigners.

The researcher accepts that the self-determination theory has relevance to the Saudi Arabian context. Although learner motivation can be affected by other factors, such as teachers and parents of learners, this theory states that learners themselves are the most vital factor in learning a language. However, this theory neglects important factors such as aptitudes of learners and influence of other factors (Gardner, 1985; 2001), such as teachers and parents of learners, and may underestimate the influence of extrinsic motivation in the Saudi Arabian context.

2.5.1.2 Theory 2 - Gardner's motivation theory (1985)

Gardner's motivation theory (1985) describes how integrativeness and attitudes affect motivation. Integrativeness embraces the concept of an individual who wishes to communicate with speakers in the English language group, in order to become a part of

that community. Attitudes towards the learning situation can be negative or positive. The major factors influencing attitudes towards language learning are considered to be the English language teacher as (L2 teacher) and the L2 subject (English). The combination of integrativeness and attitudes results in motivation to learn the language. Gardner (1985) writes that an individual learner who displays strong integrativeness and has positive attitudes to his learning will be more motivated. Motivation is not the only factor however, as the learner's language outcomes are also determined by the learning context and by individual differences in language aptitude (Gardner, 1985).

Gardner (1985) distinguishes between integrative orientation and integrative motive. He states that integrative orientation (integrativeness) involves a learner learning a language in order to communicate and interact with members of the community who use the target language. Gardner (1985) contrasts this with the integrative motive, which he says involves both the orientation and the motivation of the learner. The integrative motive includes factors such as the attitudes of the learners towards English, the desire of the learners to learn English and the motivational intensity of the learners. While the concepts of integrative and instrumental orientation sometimes overlap, integrative orientation means a positive desire to learn the second or the foreign language and the desire to become closer to the culture of the language because of a love of the community that speaks the language, or because of cultural and social benefits derived from speaking the language (Brown, 2007b; Gardner, 1985; Gardner, 2001b; Gardner & Lambert, 1972; Makrami, 2010; Oxford 1996; Scovel, 2003). Instrumental orientation describes the desire to learn a language because of the practical, educational, professional or financial benefits, such as a higher salary or improving one's work position (Brown, 2007a; Gardner & Lambert, 1972; Makrami, 2010; Scovel, 2003). Therefore, Gardner (1985) and Gardner and Lambert (1959) suggest that an integratively oriented learner might be more highly motivated than an instrumentally oriented learner.

However, Brown (2007a) has proposed a continuum of orientation, interacting with motivation. Brown (2007a) writes that in integrative orientation, learners follow their aims to learn a language because of cultural and/or social reasons, and those learners might have high or low levels of motivation. In contrast, in instrumental orientation a purpose of learning is to achieve something, for example an academic goal, and again the strength of learner motivation to obtain these goals can be low or high. Thus, unlike

Gardner (1985), Brown (2007a) suggests that either integrative or instrumental orientation can lead to success, but that it depends on the individual and the context.

Building on Gardner's motivation theory, Oxford (1996) asks whether the motivation of second language learners is different from the motivation of foreign language learners. Based on published research (Dornyei, 1994a; Dornyei, 1994b; Oxford, 1996), it seems that second language learners are more motivated to learn the language than are foreign language learners. For example, learners of English who learn the language while living in a country where English is the primary language are more likely to be encouraged to speak and communicate in the English language. Alnatheer (2013) conducted research with Saudi Arabian learners of English in both Saudi Arabia and Australia (Self-Reported questionnaire with 279 participants). Her results (Alnatheer, 2013) showed that communicative competence and motivation of the Saudi Arabian group was lower than that of the Australian group. In addition, Oxford (1996) writes that the integrative motive, which occurs when learners learn English to communicate and live in a new culture and community and where there is a love of the English language, is more significant for ESL learners than for EFL learners. This is because the language has an immediate relevance for ESL learners; they are learning the language in order to live in a particular culture and communicate within the community where that culture exists. In contrast, Dornyei (1990a; 1990b) argues that extrinsic motivation, when learners study English to obtain well-paid employment, is more meaningful for EFL learners than for ESL learners. This is because EFL learners are not exposed to and do not have experience with an English speaking society. For instance, the majority of EFL learners in Saudi Arabia are not integrated into an English language community and limited access to the internet interferes with their opportunity to interact with online English language speaking groups.

This theory (Gardner, 1985) makes an important contribution to second language acquisition by including the effects of the context of language learning and of individual differences in language aptitude. However, it does not consider the possibility that a learner may have both instrumental and integrative orientations, and that both may influence success in different situations (Brown, 2007a). Gardner's theory (1985) also does not specifically include intrinsic and extrinsic factors and their influence on learner motivation (Oxford & Shearin, 1994), and does not mention the importance of encouraging teachers in their teaching practices (Cheng & Dornyei, 2007).

2.5.1.3 Theory 3 – Gardner (2001) and AlMaiman (2005)

The third motivation model concerning aptitude and motivation in second language learning was developed by Gardner (2001) and extended by AlMaiman (2005). Like Gardner's motivation theory (1985), this model has three main components: 1) motivation; 2) integrativeness; and 3) attitudes towards the learning situation. However, Gardner's (2001) model simplifies the earlier (1985) model by replacing linguistic and non-linguistic outcomes with a single outcome of language achievement. In addition, Gardner (2001) adds "other factors" that influence language achievement, and "other support" that may influence motivation. AlMaiman (2005) adapts Gardner's (2001) model to include 1) "instrumental motivation" and 2) "parental encouragement" within "other support". Furthermore, the researcher believes that this model (AlMaiman, 2005; Gardner, 2001) requires additional "other support" factors. These factors are 1) learner motivation; 2) teacher motivation; 3) the impact of Saudi Arabian schools on motivation and 4) the impact of Saudi Arabian society on motivation. To summarise, this thesis adapts three theories: "self-determination theory" (Deci & Ryan 1985), "Gardner's motivation theory" (1985) and the basic model of the role of aptitude and motivation in second language learning developed by Gardner (2001) and AlMaiman (2005). In this research work, the researcher's adaptation of these theories will be referred to as the 'researcher's model'.

2.5.2 The researcher's model of motivational factors in the Saudi Arabian EFL context

The researcher's model has been developed through an adaptation of the models of Gardner, (2001) and AlMaiman (2005). The researcher has expanded the models of Gardner (2001) and AlMaiman (2005) by adding four motivational factors: learners themselves, their teachers, their schools and Saudi Arabian society. The following section provides the rationale and evidence for the researcher's model (Figure 2.1).

Figure 2.1 represents the researcher's model of the role of motivation in second language learning.

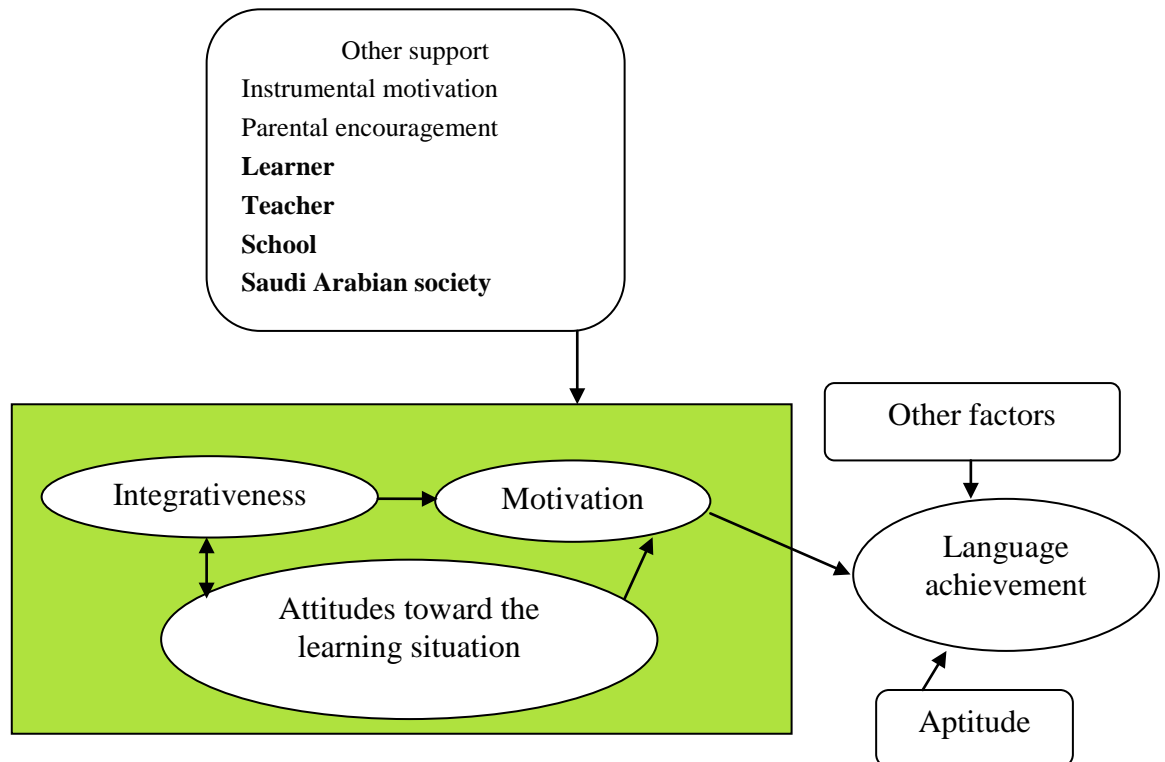


Figure 2.1 Researcher's model of the role of motivational factors in second language learning
(Source: Expanded by the researcher from Gardner, 2001 and AlMaiman, 2005.)

First element in the researcher's model: The first element in the researcher's model is motivation. This is also Gardner's (2001) first factor. Motivation can be described as 'the driving force in any situation of human behaviour'. In Gardner's model, motivation consists of effort, desire, and positive effect. For instance, some learners may wish to succeed, but not make the necessary effort to succeed. Others may be forced to learn something that they do not wish to learn (Gardner, 2001).

Second element in the researcher's model: The second element in the researcher's model is integrativeness, which is also Gardner's (2001) second factor. Integrativeness can be described as the desire of a learner to learn a language because the learner identifies with the people who speak the language as their first language. For example, a learner may wish to learn English because the learner wants to become a member of an English speaking community (Gardner, 2001). Integrativeness is an example of intrinsic motivation. Most research utilising Gardner's (1985) model has concentrated on '*Integrativeness*' as its central characteristic and the key variable in motivation (see Gardner, 1996; Gardner & Masgort, 1999; Gardner & Masgort, 1997).

Third element in the researcher's model: The third element in the researcher's model comprises attitudes towards the learning situation. This corresponds to Gardner's (2001) third factor. Attitudes towards the learning situation can be described as attitudes of learners towards all aspects of the language learning process. For example, the learner may have positive or negative attitudes towards the course, other learners, teachers, and the school (Gardner, 2001).

The expression "other factors" (Figure 2.1) can include any factors, other than motivation or aptitude, with a direct influence on language achievement. This could include strategies for language learning (Oxford, 1990), self-confidence with the language (Clément, 1980) or language anxiety (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1989). AlMaiman (2005) draws a direct connection between Dornyei's (1994a; 1994b) reference to the 'need for achievement and self-confidence' and the 'other factors' described by Gardner (2001).

In addition, AlMaiman (2005) specifically includes two separate variables, 1) instrumental motivation and 2) parental encouragement, under Gardner's (2001) heading of "other support" (Figure 2.1). AlMaiman (2005) describes instrumental motivation as the desire of the learner to learn the language because it offers enhanced career prospects (AlMaiman, 2005). Gardner (1985; 2001a) agrees that motivation is not derived solely from integrative factors, but can also arise from instrumental motivation. AlMaiman (2005) notes that parental encouragement can have either a positive or a negative effect on learner motivation towards language learning.

Building on AlMaiman's (2005) 'other support' and in addition to instrumental motivation and parental encouragement, the researcher has contributed to the model by adding four other motivational factors. These additional motivational factors in the researcher's model are the motivation of learners themselves, the motivation provided by teachers, schools and Saudi Arabian society. The researcher believes that all of these motivational factors can have a significant impact on language learning achievement and lead to either positive or negative results for teachers and learners.

Before discussing the additional factors in the researcher's model, the researcher points out that motivation does not guarantee that a learner will be able to acquire fluency and accuracy in spoken and written English. No matter how positively motivated a learner might be, the innate aptitude of the learner to learn another language will have a direct

impact on how well the learner is ultimately able to obtain accuracy and fluency in the language (Gardner, 1985; Gardner, 2001). Motivating factors cannot substitute for the absence of an innate aptitude to learn English (AlMaiman, 2005; Dornyei, 2001a; Gardner, 2001). However, positive motivating factors will assist the learner to achieve the highest level of English language acquisition that the learner is capable of achieving.

The researcher's model (Figure 2.1) proposes that instrumental motivation and parental encouragement are not the only 'other support' factors that can have an influence on the language achievement of learners. The motivation of learners, teachers, the motivation provided by Saudi Arabian schools and the motivation provided by the Saudi Arabian context itself can also have positive or negative effects. Intrinsic and extrinsic motivation, attitudes and other motivational factors are all combined to influence language learning and success in language teaching. Therefore, the researcher argues that this (Figure, 2.1) is a suitable model for use in relation to the Saudi Arabian community and that it is relevant to learners, teachers, family, schools and Saudi Arabian society.

The researcher will explain briefly each of the motivational factors referred to in "other support" (Gardner, 2001; AlMaiman, 2005) by reference to the following diagram. The researcher also explains how learners, teachers and parents of learners perceived the motivational factors and how their perceptions might influence the outcomes of learning and teaching English in the Saudi Arabian context (Figure 2.2).

Learner motivation

The most important people in education are the learners, because they are capable of enhancing the skills of the nation. Knowledge is a powerful tool for communicating with others, especially if that communication can be conducted in a different language, such as English. This is so because English has become the world language. This means that learner motivation to learn the English language is crucial (more detail about this topic is provided later in this work, in section 2.6.5 Motivation in the Saudi Arabian society).

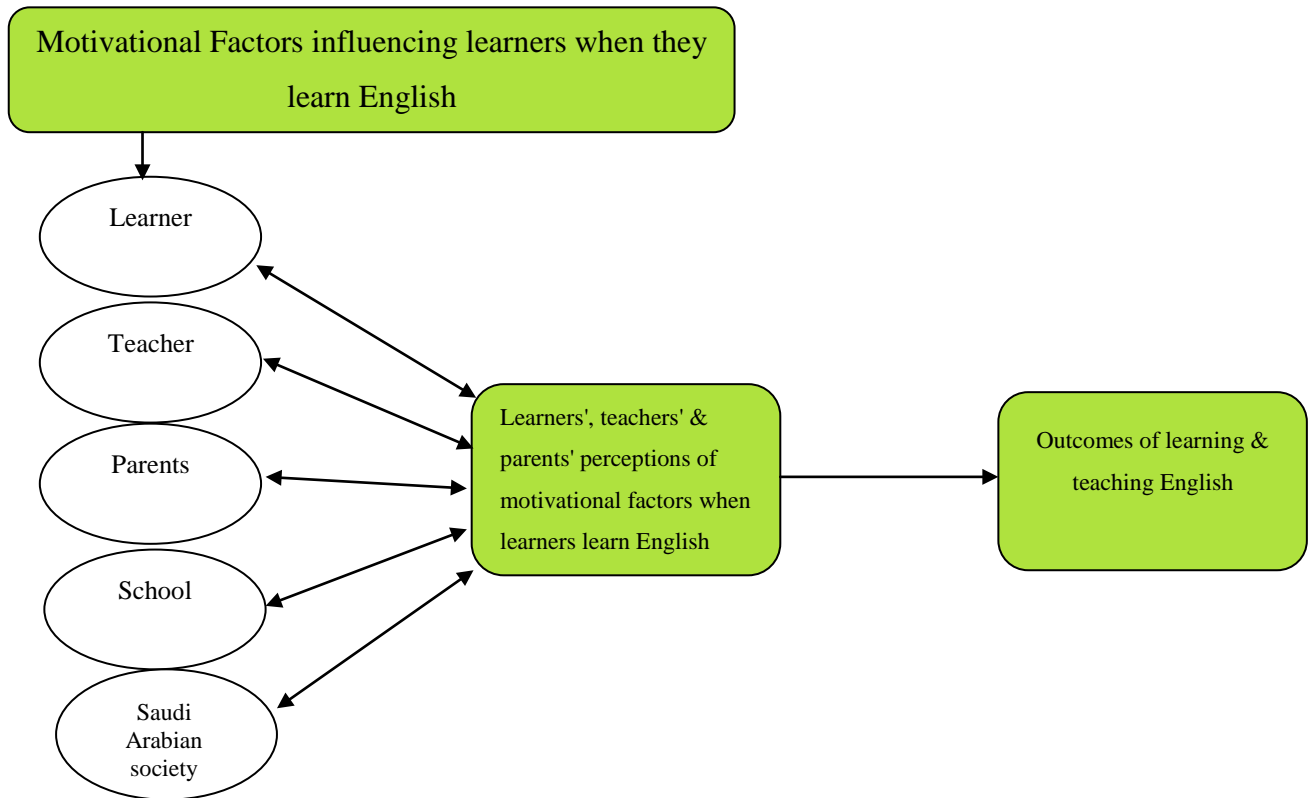


Figure 2.2: Framework of learners', teachers' and parents' perceptions towards motivational factors associated with English language learning and teaching outcomes

(Source: Adapted from Dornyei (2001a), Dornyei (2001b), Gardner (1985), Gardner (2001) and AlMaiman (2005)).

Learner motivation does not only depend on the inherent motivation of the learners because other factors can encourage learners to achieve success in English. Learner motivation can be affected by teacher motivation and other factors such as parents, school and society. If teachers recognise the significance of English and have the capacity to utilise motivational strategies in and out of the classrooms, learners will be encouraged to learn it (Dornyei, 2001a; Dornyei, 2001b). In addition, learner motivation may be partly dependent on whether the learner's family shows an interest in their child's progress, on whether families encourage their children to learn languages and to become familiar with the structures of different languages. The perceptions of learners in relation to factors that increase or decrease their motivation to learn English can play an important part of the process of devising strategies to increase the motivation of learners (AlMaiman, 2005; Dornyei, 2001a; Dornyei, 2001b; Gardner, 1985; Gardner, 2001).

Teacher motivation and the effect on learners

Teachers are vital to learning. They have skills in specific fields and the capacity to lead learners to success by using motivational strategies in and out of the classroom. Teacher motivation is an essential component of the education system (Csikszentmihalyi, 1997; Dornyei, 2001b). Teacher motivation will be enhanced if learners and the families of learners are motivated to learn, and learners may achieve more positive outcomes as a result of the teacher being more motivated. Teachers can play a central role in increasing learner interest but to play this role, they need to develop cooperative strategies in their teaching techniques. Al-Bassam (1987) has said that learner interest will be extremely high if the teacher is genuinely interested in the subject.

The perceptions of teachers in relation to the factors that increase or decrease their motivation to teach English can play an important part in the process of devising strategies to increase the motivation of teachers to teach English and thus to increase the motivation of learners to learn English (AlMaiman, 2005; Dornyei, 2001a; Dornyei, 2001b; Gardner, 1985; Gardner, 2001).

Motivation by the family

Family members can form one of the main components in motivating children to achieve success in learning English. The attitudes of family members, their cultural values and perspectives about learning English are particularly relevant to motivation of learners in Saudi Arabia. If family members assist teachers and the school by encouraging their children, the children will be motivated to learn a language (see more detail about this section later in this work, on section 2.3.6 Particular factors influencing motivation in Saudi Arabia- parents). All family members, including brothers, sisters, mothers and fathers, have influence on learners. However, because of Saudi Arabian culture, fathers represent the home and the family on issues which relate to education. For this reason, it is understood that for this study, the researcher reference to parents describes direct interaction only with fathers.

The perceptions of parents of learners in relation to the factors that increase or decrease the motivation of teachers to teach English or their children to learn English can play an important part of the process of devising strategies to increase the motivation of teachers and motivation of learners in the Saudi Arabian EFL context (AlMaiman, 2005; Dornyei, 2001a; Dornyei, 2001b; Gardner, 1985; Gardner, 2001).

Impact of Saudi Arabian schools

The impact of Saudi Arabian schools in the process of English language teaching and learning is substantial (Alabbad, 2009; Al-Hazmi & Scholfield, 2007; AlShumaimeri, 1999). Saudi Arabian schools have the ability to encourage their learners to learn English, to speak it with native English speakers and to be aware of English cultures, customs and traditions. If they do this, it will help learners to accept the importance of the language. If English is emphasised inside and outside schools through English language learning resources, learners will be encouraged by their schools to be more interested in learning English (see more detail about this later in this work, on section 2.3.7 Particular factors influencing motivation in Saudi Arabia- school context).

Although learner motivation is influenced by many factors such as the family environment, Saudi Arabian schools can also have positive and negative effects on learning. If the schools motivate their learners to excel in their studies, children will receive dual encouragement from both their schools and their teachers. If this dual encouragement from schools and teachers is present, learners will apply themselves more effectively to their language studies.

Apart from the positive impact that schools can have on learners, schools can also have a positive impact on teachers. Saudi Arabian schools have the ability to encourage their teachers to teach English effectively, to communicate with their learners in English within the classroom and the school environment and to become aware of the different English cultures, customs, traditions and accents. If schools do this, it will encourage Saudi Arabian English language teachers to accept the importance of English. An emphasis by schools on the importance of English will be reflected in the results obtained by learners taught within the schools. Saudi Arabian schools can stress to teachers the importance of English language studies within the school by encouraging maximum use of available English language teaching resources and by encouraging the use of English language teaching resources available outside the school. If this happens, teachers will be encouraged by their schools to acquire greater English language teaching skills and to apply those skills in their classrooms. Encouragement of English language studies and of English language teachers by schools will inspire teachers to explore new motivational strategies that can be used in and out of the classroom (more detail about this is given later in this work, on section 2.3.7 Particular factors influencing motivation in Saudi Arabia- school context).

The perceptions of teachers, learners and parents in relation to the impact of the school environment on the teaching and learning of English need to be considered. These perceptions relate to the factors in the school environment that increase or decrease the motivation of teachers to teach English and the motivation of learners to learn English. Teacher, learner and parental perceptions in relation to these aspects could play an important part in the process of devising strategies to increase the motivation of teachers to teach English and the motivation of learners to learn English (AlMaiman, 2005; Dornyei, 2001a; Dornyei, 2001b; Gardner, 1985; Gardner, 2001).

Impact of Saudi Arabian Society

The people of Saudi Arabia share a common culture and they all speak Arabic as their L1. Against this background, the Saudi Arabian government has made the study of English compulsory in all schools. This has required many Saudi Arabian teachers and all learners to acquire English language skills. Furthermore, there are factors other than the compulsory English language that promote the teaching and learning of English in Saudi Arabian society. For example, many younger Saudi Arabians want to learn and practise English because they see it as an inherent part of western culture and western culture is seen as fashionable.

However, some factors in Saudi Arabian society do not promote the teaching and learning of English. For example, older Saudi Arabians prefer Arabic and speak it even if they can speak English because they fear they may lose their Arabic and Islamic identities. World events can also have a negative impact on the attitude of Saudi Arabians about teaching and learning English. If actions of the United States are seen as hostile to either the Arab people or to the Islamic religion, this can have a negative impact on the attitudes about teaching and learning English in Saudi Arabia (AlMaiman, 2005).

The intention of this work is to identify some of the positive and negative influences in Saudi Arabian society that can have an impact on the teaching and learning of English. Attempts to influence the attitudes present in Saudi Arabian society generally must be undertaken by the Saudi Arabian government, but matters highlighted in this research may assist the Ministry of Education in Saudi Arabia in developing more effective approaches to encourage the teaching and learning of the English language. It is sufficient to note in this section of this work that Saudi Arabian society in general can

have an impact, either positive or negative, on learners, teachers, schools and parents in relation to the teaching and learning of English (more detail about this is given later in section 2.3.8. Particular factors influencing motivation in Saudi Arabia- Saudi Arabian society).

The perceptions of teachers, learners and parents in relation to the impact that the Saudi Arabian society has on the teaching and learning of English need to be considered. These perceptions relate to the general factors in Saudi Arabian society that increase or decrease the motivation of teachers to teach English and the motivation of learners to learn English. Teacher, learner and parental perceptions in relation to these aspects may play an important part in the process of devising strategies to increase the motivation of teachers to teach English and the motivation of learners to learn English.

In summary, the researcher's model (Figure 2.1) sets out the framework of motivational factors associated with English language learning achievement, combining the 'self-determination theory' (Deci & Ryan 1985; Dornyei, 2001a; Vallerand, 1997) and 'Gardner's motivation theory' (1985; 2001) as expanded by AlMaiman (2005). In this work, the researcher will investigate whether Saudi Arabian learners learn English because they want to become part of an English speaking community (intrinsic motivation), or because they seek material advantages that a knowledge of English will bring (extrinsic motivation). In addition, the researcher will show how perceptions of motivational factors complement each other and work together to increase learner achievement and teaching outcomes in English language acquisition in the Saudi Arabian context (Figure 2.2).

2.6 Factors influencing motivation in the EFL context

Examination of factors that apply generally in EFL contexts forms an introduction to this section. This is followed by discussion of factors specific to the teaching and learning of English as a foreign language in Saudi Arabia and the influence of these factors on motivation in Saudi Arabia.

As already mentioned, knowledge of English is widespread in ESL countries such as Malaysia, Singapore and The Philippines, and is increasing in EFL countries such as China, Japan and Saudi Arabia. Learning English in an ESL context is different from learning English in an EFL context as learners in an EFL context face many challenges

additional to those of learners in ESL countries. Brown (2007b) writes that learners in an ESL context are exposed to and communicate in English with native English speakers because English is spoken more generally within the community. In contrast, English learners in an EFL context have few opportunities to practise English as English is not generally within their home environments. As a result, it is often easier for Saudi Arabians to learn the English language in Australia than it is for them to learn English in Saudi Arabia within an EFL context.

English language learners within Australia are likely to practise the language on a daily basis through regular communication with native English language speakers, and have relatively little exposure to Arabic. In ESL countries, English is commonly used outside the classroom whereas in EFL countries, speaking English is mostly restricted to the classroom (Brown, 2007b). This tends to reduce the availability of English language resources such as books, magazines, audio books and videos in the English language. Although in many EFL countries the lack of print and video resources is of little impact now, as texts can be read in digital form and videos are available online (Shin & Son, 2007), in Saudi Arabian schools there is often no access to the internet. Even where access is available, it is usually restricted to certain approved websites.

Research has shown that to overcome some of the challenges facing EFL English language learners, the creation of an interest in learning the language offers the best way forward. Creating an interest in the subject will encourage EFL learners to progress in their learning (AlMaiman, 2005; Brown, 2007b; Dornyei, 2001b; Gardner, 1985; Gitsaki, 2011; Khan, 2011; Makrami, 2010). Gardner (1985) and Al-Otaibi (2004) have highlighted motivation as the crucial factor to achieving language learning success. Having positive attitudes and enthusiasm for the subject are essential if learners are to be actively involved in the classroom (Al-Otaibi, 2004; Gardner, 1985).

Saudi Arabia is an example of a country where English is taught as a foreign language and displays all the typical difficulties that research has pinpointed as existing in the teaching and learning of English in an EFL context. Khan (2011) speaks of the need for Saudi Arabian learners to be encouraged if they are to learn English and be successful in the language. Other researchers (AlMaiman, 2005; Gitsaki, 2011; Makrami, 2010) have spoken of the lack of interest of Saudi Arabian learners in learning English and of the need to overcome this if English language teaching and learning is to be successful.

The following factors are relevant to all contexts where English is taught as a foreign language, but are particularly relevant in Saudi Arabia. In terms of learners, some of the issues that influence learning in the EFL context are that there is a lack of usage of English outside the classroom and that the classroom is often the only place where learners practise English (Brown, 2007b). Alabbad (2009) claims that English language teachers are often not well trained to facilitate learner-centred education, they often have a lack of teaching methodology and they often still use GTM instead of a communicative teaching approach (CLT).

In terms of institutions, another issue is a lack of resources. There are often large numbers of learners in English language classrooms. For example, Bahanshal (2013) conducted a study in Jeddah, Saudi Arabia with six English language teachers from two secondary schools. It was found that the number of learners per class ranged from 30 to 50. Even the smallest of these classes may be considered to be large in other EFL countries, as Brown (2001) suggested that number of learners should not exceed 12. Time for learning English is limited and curricula are not focused on learner needs or desires. Therefore, learners need to be motivated to seek additional resources for their learning.

Another issue that influences motivation in the EFL context is the lack of opportunity to practise English. For example, many EFL learners are often not given the chance to utilise English in an authentic environment so they can effectively acquire the language. This is often not possible, because English is not widely spoken within the society and because language teachers usually use traditional methodologies such as the Audio-lingual method or the Grammar-translation method without paying sufficient attention to a communicative language teaching approach. Lack of support for learners studying English is an issue, as often there are no public libraries with English books and English short stories available. These EFL issues can be solved if there is encouragement and support of English language learners.

2.6.1 Particular factors influencing motivation in Saudi Arabia – Learners

Enthusiasm for learning is thought to be the central strategy necessary in language teaching and learning (Brown, 2007b; Dornyei, 2001b). In addition, Deci and Ryan (1985) emphasise the importance of learner autonomy and being self-motivated. However, in the EFL context, some learners see no need to learn English and therefore

are unlikely to develop self-motivation. Some learners may view English as boring or even unpleasant. This attitude can arise because of external factors such as the attitudes of teachers, the attitudes of other learners, the attitudes of their families, factors specific to the school and social and environmental factors. For example, learners may have had negative school experiences in relation to learning English. Whatever the reasons, there are ways to assist them to overcome their difficulties in English language acquisition. These may include manipulation of positive extrinsic motivational factors or cultivating an environment favourable to English culture, thus increasing the integrative desires of learners.

Research (Alnatheer, 2013; Dornyei, 1998; Dornyei, 2001a; Dornyei, 2001b) has established that learner motivation can be crucial, as learners who are not interested are unlikely to achieve success in language learning. Interest in the subject is essential if learners are to acquire the self-confidence necessary to learn the language by exploring it for themselves rather than by depending on their English language teachers to do the job of making sure that they acquire English effectively. Interested teachers and interested learners can create a cooperative language learning atmosphere in class, where learners make discoveries about the language on their own and suggest directions to explore in their English language learning. If learners display an interest in the subject, their teachers may be more positive about teaching the language and seek out new methods for motivating their learners (Dornyei, 200b; Oxford & Shearin, 1994).

Brown (2007b) and Dornyei (2001b) have proposed that motivating learners to learn a language involves the need for strategies to encourage learning. These strategies can include teachers displaying respect for learners because if teachers respect learners, learners will feel respect and be empowered regarding their learning. Furthermore, provision of respectful feedback assists learners to improve their understanding without discouraging them. Dornyei (2001b) writes that learning will suffer if learners do not feel relaxed and respected by their teachers because they will neither be encouraged nor interested in succeeding in the classroom, with the result that they will not respond by learning the English language successfully. Promotion of a mutual exchange of ideas between teachers and learners may increase learner self-confidence and enjoyment. These strategies can enhance interest and enthusiasm and can help learners to overcome obstacles in English and help them to acquire the language. There is a strong connection

between improved learning and the implementation of strategies that increase interest and enthusiasm in the classroom (Dornyei 2001b; Alrabai, 2010).

There is a lack of learner participation in Saudi Arabian English language classrooms, resulting in decreased enthusiasm and a low level of competence among learners (Al-Mulhim, 2001). Some studies (Alrabai, 2010; Zaid, 1993) suggest that lack of learner participation in the classroom is indicative of reliance on the traditional GTM in Saudi Arabia. GTM places a focus on grammar, sometimes to the exclusion of other aspects of the language such as speaking it (Brown 2007b; Prator & Celce-Murcia, 1979).

Despite the fact that GTM can make learners feel bored and half-hearted about English, most teachers in Saudi Arabia have been trained to rely solely on GTM, while there is a shortage of English language teachers with the skills to use strategies that will encourage the interest of learners. Teachers are dissuaded from using teaching methodologies that are likely to raise the levels of interest even if they want to because the curriculum does not permit it. Nunan (1999) noted that the intent of GTM is not to produce learners who have the capacity to communicate effectively in real life. Such teaching methods can cause learners to lose interest, with resultant adverse effect on their ability to acquire the language (Al-Seghayer, 1997; Erickson, 1974). Ideally, curriculum developers in Saudi Arabia should introduce a curriculum that encourages Saudi learners to speak and write English accurately. If an approach such as this were adopted, the interest in English and the level of participation by learners in their English language classes would increase (Dornyei, 2001b). Abu-Ghararah (1986) and Al-Seghayer (1997) have supported the view that there is a deficiency in the interest levels of Saudi Arabian learners because teachers use and speak Arabic in English classrooms and focus on the form (grammar) of the language and on translation of it.

If the major aim of learning a language is to communicate, teaching requires imagination and creativity to bring the language to life (Alnatheer, 2013). Appropriate methods that inspire interest can include self-directed study, self-evaluation and self-regulating strategies. To develop communicative language, participation of learners within the classroom is essential, but for participation to increase, a secure atmosphere and an enjoyable learning environment are both necessary (Dornyei, 2001b). In such an environment, learners can communicate with each other, share concepts and exchange ideas with their teachers without stress or anxiety.

As already noted, the atmosphere that prevails in the classroom has an influential role on learning. If learners feel comfortable, respected and appreciated, they are more likely to be actively engaged in their learning. Conversely, a stressful classroom atmosphere is likely to have a negative effect on learner interest (Brown 2007a). Interestingly, even in the environment of a classroom that spurs learner interest and where learners are expected to participate and use English, levels of anxiety and tension can be higher for some learners. Nervousness can be a negative factor in a foreign or second language learning context (Horwitz et al., 1986), and it is preferable if teachers positively encourage learners as a means to decrease levels of anxiety. Anxiety detracts from learner interest and can result in learners feeling uncomfortable, self-conscious and afraid to use English (Dornyei, 2001b). Anxiety is usually heightened if teachers embarrass learners in front of others or express negative sentiments about their work in the classroom. Negative criticism can cause learners to lose interest in learning a language because it can affect their self-confidence and increase their reluctance to use English in the classroom (Cohen & Cowen, 2008; Lenters, 2004).

The words and actions of teachers can have an impact on learners, and teachers need to be conscious of this potential impact. Teacher feedback, verbal and non-verbal, positive and negative, can have a powerful influence on learner interest in learning in and out of the classroom. Feedback has an impact on every learner who tries to learn English and all learners see feedback as being significant (Bos & Vaughn, 2005). If learners are to acquire language skills, teachers need to correct mistakes in spoken and written English, but this should be done in a way that ensures that learners feel that their efforts have value. Learners feel valued and happy when teachers appreciate their contributions to class lessons and activities (Gardner, 1985; Grave, 2001). While Brown (2007b) has proposed that the long-term benefits of being able to use English can be used as a vehicle to encourage learners, the daily use of respect, praise and general appreciation for work performed has an important role to play in enhancing learner interest in the subject and in the creation of a comfortable environment for learners.

Dornyei (2001b) has pointed out that learners do not actively participate in class if they are dissatisfied and bored, which can be caused by monotonous, boring lessons and by negative teacher feedback. Dornyei (2001b) has suggested a number of strategies that teachers can use to bring creative and attractive classrooms into existence. One method that teachers can adopt is to use different ways of explaining the subject and of

managing class tasks. This might include adopting different methods of teaching English such as using less structured seating arrangements, visual aids and PowerPoint as methods of varying tasks. In simple terms, instead of giving learners the same teaching method every day, it is preferable if teachers give learners a choice because this will potentially increase their involvement in their learning and raise their motivation to study the English language (Chapman & Vagle, 2011; Dornyei, 2001b).

When teaching a language, it is important not only to ensure that learners know how to learn and use the language but also to inspire them to become self-directed in their language learning (Brown, 2007b; Dornyei, 2001b). Self-directed learners are likely to be more successful in their learning because of a determination to succeed. Enthusiastic teachers who use strategies that inspire enthusiasm in their learners foster self-directed learning (Brown, 2007b). When learners have a degree of autonomy, this automatically increases their enthusiasm for learning English (Brown, 2007b; Dornyei, 2001b). In addition, Brown (2007b) has written that teachers should accept the centrality of learners in learning and the need to adopt a learner-centred approach to their teaching. Learner-centred education is intrinsically motivating because it gives learners the ability to learn in ways that appeal to them as individuals (Brown, 2007b), and is likely to be more successful in creating English language skills (Brown, 2007a; Brown, 2007b). In contrast, teacher-centred education occurs when the teacher controls the classroom and does most of the talking rather than providing time for learners to acquire the language by communicating in it in the classroom. In this scenario, the teacher is the dominant force in the classroom rather than a facilitator, and it is difficult for learners to become actively engaged in the classroom. Learner-centred learning is preferable as explained by Nunan (1999), who expressed the view that learners are central in language learning and that teachers should be aware of the significant role that learners play in second and/or foreign language acquisition.

Learner-centred learning should include techniques that appeal to learners, such as cooperative learning, discussion groups and group work (Brown 2007a). Furthermore, Dornyei (2001a, 2001b) suggests that English language teachers should make greater use of different physical environments for teaching and learning English. These different learning locations may include the school library, libraries located away from the school campus and open air classrooms (see for example, Chapman & Vagle, 2011; Dornyei, 2001a or Dornyei, 2001b). Dornyei (2001b) has said it is beneficial if teachers

provide learners with tasks and activities in an interesting way. By bringing an element of fun into the lesson, the teacher can attract the interest of learners and they will be more motivated to listen and pay attention to the lesson (Chapman & Vagle, 2011). In addition, when teachers explain activities and tasks, learners feel empowered because they can understand the goal of the lesson, the benefits of learning the lesson, its significance for them and its relevance to their daily lives. This ensures that learners are more likely to spend time and effort to master the knowledge underlying the activity.

Dornyei (2001b) has written that if learners feel supported in their learning, this increases their capacity to extend their knowledge. Motivational strategies such as communicative teaching can help learners to develop useful tools for their learning, such as note taking, how to search for information, how to learn new words and how to ask relevant questions. These skills may require an understanding of communication strategies such as approximation, use of fillers and repetition. In consequence, learners can build their self-confidence in the use of their own strategies to foster autonomous learning and communication in English, and become aware of the role of English as a foreign language (Erlenawati, 2002).

Johnson (1998) has pointed out that the level of learner participation in the classroom can be increased if teachers are aware of the problems that can cause a lack of interest among learners. The religious and cultural background in which Saudi Arabian English language learners live their lives means that Saudi Arabian teachers should carefully consider the circumstances of their learners. Al-Aarabi (1983) and Al-Bassam (1987) indicated that the English language curriculum in Saudi Arabia is based on foreign courses, which does not present learners with familiar situations and as a result, Saudi Arabian learners often feel frustrated about their English language learning and experience low levels of achievement in the subject. These findings suggest that, to enhance learner interest in the language, teachers of English in Saudi Arabia should make use of courses that include local topics and cultural references that are well-known to learners. Essentially, this means that there is a need to engage Saudi Arabian learners in relevant activities that make learning enjoyable for them.

Learners will actively participate in the classroom, derive benefit from their class activities and be able to correct their mistakes if these activities present challenges that can be overcome and give learners a feeling of satisfaction in their learning. Gardner

(1985) has said that if learners receive praise and respect in the classroom and are not bored, their interest and participation will increase. Conversely, failure by teachers to express appreciation of learner efforts can lead to a lessening of interest among learners. Wlodkowski (1986) suggests that motivation in language learning can be increased by describing tasks clearly, repetition of tasks until learners genuinely understand them, placing an emphasis on difficult activities, and asking multiple questions to ensure that learners understand their assignments. Wlodkowski (1986) indicates that these techniques will increase learner interest and participation and foster the desire to prepare for lessons before classes commence. By combining greater emphasis on increasing learner interest with uplifting teaching, learner interest levels can be increased over time and their understanding of the language will grow (Dornyei, 2001b).

2.6.2 Particular factors influencing motivation in Saudi Arabia – Teachers

The role of teachers in inspiring the interest of learners in English can be crucial (Dornyei, 2001b), but English language teachers need to be enthusiastic about their roles as teachers before they can encourage their learners. This raises the question of why Saudi Arabian teachers may not be enthusiastic, and the steps that can be taken to increase their enthusiasm about their roles as teachers.

There is an ongoing debate about how to increase levels of motivation in ESL and EFL teachers (AlMaiman, 2005; Alnatheer, 2013; Alrabai, 2010; Brophy, 2010; Dornyei, 2001b). Alabbad (2009) and Zaid (1993) argue that many teachers in EFL environments are not equipped with appropriate teaching tools and thus do not encourage learners successfully. Alamri, (2009) and Al-Seghayer (1997) also assert that there is a limited capacity for teachers in EFL countries, and particularly English language teachers in Saudi Arabia, to implement classroom practices that will motivate their learners to acquire skills in their English language study. Al-Arabi (1983) and Al-Bassam (1987) state that there is a shortage of enthusiastic English language teachers in Saudi Arabian schools, resulting from low pay coupled with a heavy work load. The teacher's work load (Al-Arabi, 1983) includes responsibility for administrative arrangements of their daily lessons, responsibility for evaluating and assessing learners in their English language performance, responsibility for correcting learner homework and responsibility for dealing with bad-tempered learners who complain about the English language and its difficulties.

Despite the heavy work-load, ongoing professional training for EFL teachers is a major tool for improving the interest of teachers and as a result, the ability of learners to learn English (Alabbad, 2009; Al-Seghayer, 1997; Dornyei, 2001b). Although all teachers receive professional teacher training before starting work, Li (2001) postulated that ongoing professional development for teachers is a prerequisite if teachers are to learn about and apply motivational theories in the classroom. Professional training can help teachers to understand new approaches to raising interest levels among learners (Brown, 2007a; Li, 2001). In addition, Brown (2007b) has written that practical implementation of theories can positively influence classroom teaching, as when theorists cooperate with teachers as part of a team this enhances effective teaching and learning. Strategies developed from theories proposed by Brophy (1998; 2010) and Dornyei (2001a, 2001b) are designed to foster communication amongst teachers and encourage methodologies that are likely to increase learner interest. For continuous teacher training to be effective, it must incorporate research findings that are most appropriate to the EFL context.

School-based professional training and development can also assist in improving teacher motivation. Such training may include study groups in which a group of teachers analyse learner performance and lesson studies where teachers observe actual lessons and give feedback. Teacher motivation is likely to increase, as suggested by Hawley and Valli (1999), when teachers are actively involved in identifying their teaching topics, in choosing a specific approach to their own professional development and in formulating their own professional development plans. Collaborative teaching can also help English language teachers to be more motivated in their teaching. Collaborative teaching occurs where teachers share their ideas and experiences with each other with a view to achieving improved results in their individual classrooms. By sharing ideas and experiences, teachers can learn about methods that have worked for their colleagues and they can be made aware of ideas that might work in the future. Enthusiastic teachers can influence other teachers by example and give them ideas about strategies that can be used effectively in the classroom. Ways to encourage team work can include meetings to discuss new approaches and pedagogical methods in English language teaching. Renschler (1992) pointed out that cooperative teaching gives rise to shared knowledge of what is happening in the class and a shared understanding of learner difficulties.

To address the issue of teacher motivation, the Ministry of Education in Saudi Arabia (through the Curriculum Department and with the help of EFL specialists from King Fahad University) introduced an intensive English language program to encourage Saudi Arabian teachers to enrol in the professional development course called 'English for Saudi Arabia' (Centre for Statistical Data and Educational Documentation, 1991; Directorate of Curriculum, 1995). Nevertheless, teacher motivation remains low and organisational and administrative difficulties make evaluation of this program problematic. However, it is thought likely that support from policy makers, teachers and practitioners will result in improvements in the longer term to the Saudi Arabian Education system even though the number of motivated teachers in Saudi Arabia with experience in use of strategies to foster learner enthusiasm may not increase in the short term (Alabbad, 2009; Alrabai, 2010).

2.6.3 Particular factors influencing motivation in Saudi Arabia - Parents

The role of parents in relation to learning can also be crucial, as a cooperative relationship between the learner, parents, the school and teachers is likely to result in learners who want to learn (Dornyei, 2001b). To enhance this potential, it is preferable if parents actively participate in the lives of their children (Chapman & Vagle, 2011). Ideally, the family should collaboratively establish goals that spur the interest of their children, by parents and children discussing what is important to them and how success can be achieved. If teachers know these goals, it might help them in assisting their learners to achieve their goals (Oxford, 1996).

Renchler (1992) wrote that learning development and teaching practice is likely to improve if parents of learners communicate with the school community, make positive suggestions about teaching and participate in school activities. By doing this, parents can help to establish strong relationships and mutual respect between learners, teachers and families of learners. Brophy (2010) points out that parents and teachers can influence learner interest motivation and achievement. If the parents, teachers and learners communicate with each other and understand what they are expected to do, learners will be made aware that their families and their teachers genuinely care about their progress and want them to achieve their learning goals (AlMaiman, 2005; Chapman & Vagle, 2011).

A supportive family environment increases the desire to learn (Dornyei, 2001b) and also can reduce the issues common in Saudi Arabia, such as the lack of opportunity to speak English and the lack of confidence in learning the language (Al-Bassam, 1987). Gardner, Masgoret and Tremblay (1999) have shown that parental encouragement of learning English is predictive of the attitudes and level of interest of learners. Gardner (1985) and AlMaiman (2005) indicated that the involvement of family members in learning a language is crucial for second and/or foreign language learners. Learners are likely to strive for better results in English so they can vindicate the faith placed in them by family members (Brophy, 2010; Dornyei, 2001b; Gardner, 1985). The more that family members demonstrate their interest in the progress of their children at school, the more likely it is that the children in that family will care about improving their English language skills. Also, support by others who know and value the learner is inherently positive, usually resulting in the learner working harder to obtain better results (Gardner et al, 1999; Kraemer, 1993).

Family members often also provide financial support that enables learners to undertake their studies, as they may view the accomplishment of their children as a success for the whole family. Sung and Padilla (1998) conducted research on learner attitudes to learning Asian languages in elementary and secondary schools and the familial attitude to their children learning different languages, concluding that a positive parental attitude encourages children to learn languages.

2.6.4 Particular factors influencing motivation in Saudi Arabia - School context

The school can also play a key role in motivation (Dornyei, 2001b), as learners are unlikely to be motivated if the school does not encourage learning. AlMaiman (2005) conducted research with Saudi Arabian learners (54 items Self-Reported questionnaire with 301 participants) in Saudi Arabia. His results (AlMaiman, 2005) demonstrate that the level of motivation of learners declined after one academic year of EFL teaching. Parental encouragement was consistently high (AlMaiman, 2005), suggesting a clear interaction between the school environment and learner motivation. Scovel (2003) has said that learners can gain knowledge and be interested in learning if they enjoy attending the school. Two challenges relating to the ability of the school to foster an interest in learning are the large number of learners in individual classrooms and the limited time available for teaching English (Alnatheer, 2013; Bakarman, 2004), both of

which hinder the introduction of strategies to raise the interest levels of English language learners.

Teachers who have large numbers of learners in the one classroom are unable to give much attention to individual learners (Alnatheer, 2013; Bakarman, 2004), so teaching must be generic for all learners, rather than directed to the needs of individual learners (Alnatheer, 2013; Bakarman, 2004). In EFL classrooms in Saudi Arabia this is especially true. Although implementation of strategies to encourage learning is recognised as necessary to improve teaching and learning English in Saudi Arabia, activities to foster enthusiasm in learning are often not undertaken in overcrowded classrooms because they take time. In addition, the presence of large numbers of learners means students often lack the opportunity for individual participation in English classes (Alnatheer, 2013; Bakarman, 2004).

Although it is not possible for schools to completely overcome the difficulties generated by large class sizes and by limited teaching time, steps can be taken that may help ameliorate the effects of these problems. More harmonious teaching and learning can be achieved in Saudi Arabia through cooperative, collective school learning. Although the goals of the course must emphasise English content, teachers should be aware of the possibility of learners becoming active participants in the classroom (Nunan, 1999). Encouragement, genuine engagement in the learning process and interaction between learners and teachers are necessary constituents of language teaching and language learning. The classroom experiences of learners can be enhanced through peer activities and the use of smaller collaborative groups within the classroom. Teachers and learners can benefit from discussion, from working successfully together and from an exchange of ideas and views in the classroom.

Within the school context, even if traditional English language teaching methods are used in class (Alabbad, 2009), cooperative learning by working in groups can give learners more opportunity to participate. Brown (2007b) has proposed that teachers should classify learners into groups and set tasks for each group to encourage collaboration to produce results. Brown (2007b) has written that if only half of class time is spent in group work, individual practice time can increase five-fold. In addition to classroom activities, despite the limited time for learners to communicate in English in the classroom in many EFL settings, teachers can reduce the potentially harmful

effects of this by providing learners with activities that can be performed outside the class (Brown, 2007b). This can enable learners to learn new things by (for example) listening to BBC news and reporting about world events. Another possibility is to give learners different articles in English and to ask them to summarise the articles. Furthermore, within the school context, learners can also be asked to listen to television and radio programs, to watch movies and to write reports on films. They can be asked to go to English clubs, to meet people there and to speak with them in English. If teachers can use classroom time for formal language teaching and suggest additional activities outside class, the problems arising from limited time in many classrooms in Saudi Arabia can be ameliorated to some degree at least.

Although such strategies cannot provide a complete answer to the difficulties caused by the school context, they can assist in lessening such difficulties. What sort of syllabus is likely to encourage learners to learn? How can the school context encourage learners to undertake learning without fear and stress? If the syllabus is inadequate and if learners are afraid to sit for examinations, this can adversely influence their results. In the school context, implementation of the English language curriculum is one of the greatest challenges to helping teachers enjoy what they do in Saudi Arabia. Improving the curriculum in Saudi Arabia will require implementation of change, which depends on two factors: how to teach an English curriculum for learners; and how to effectively test the English language skills of learners.

Hiep (2007) has written that poorly designed curricula can lead to uninterested teachers and uninterested learners. Some texts concentrate on limited English language skills such as reading and writing and some of them focus on grammar and English tenses. Instead of having these particular foci, it is preferable that lessons cover a variety of skills. This can help to measure the capacity of learners accurately and encourage them in their English language study. Bos and Vaughn (2005) pointed out that a combination of function and form of the language is a better method of increasing learner interest, which in turn will heighten their proficiency in English. Unfortunately, the design of the curriculum is not usually in the control of individual schools, and inadequacies in the curriculum can be addressed only by the Ministry of Education.

School teachers can encourage learners by using methods that suit their English language needs (Hiep, 2007). Even though in Saudi Arabia English language teaching

(ELT) curricula are mostly designed to teach and explain the rules of grammar, teachers can nevertheless encourage learners by using a combination of grammar and communicative activities. Bos and Vaughn (2005, p.81) have discussed what they call 'teaching in context', saying that it is preferable to involve learners in activities that combine the form and function of the language and that doing this is likely to raise their accuracy and proficiency in English because learners need both grammar and communication to acquire the language. For example, if teachers explain the grammatical component of the past tense, it is advisable that they explain to learners what the concept of 'past tense' means in English. This can be done by asking learners to participate in activities such as reading newspapers, watching films, listening to the radio or outlining the various stages that activities can undergo (Nunan, 2004). Through exercises such as exploring information about activities that have taken place in the past, learners can become more familiar with verbs and be able to write the words down. This type of exercise can involve the whole class or smaller working groups. Even though the lesson subject focuses on the meaning of the past tense, it can permit learners to understand how the past tense can have different forms. Learners differ in their ability to understand abstract ideas such as those that underpin the tenses in the English language. For example, primary school children understand only things they can see, feel or touch (Harmer, 2001). It has been shown that teaching grammatical aspects by using strategies that encourage an interest in the language can provide a successful means for learners to discuss what they learn at school (Forsyth & McMillan, 1991). In light of this, the English grammar curriculum in Saudi Arabia should permit teachers to use similar strategies to encourage learners in the classrooms. Teachers familiar with GTM who have experienced a decrease in learner motivation in their classes may consider strategies utilising activities that encourage learning (Covington & Teel, 1996; Liao, 2004; Raffini, 1996). Attempts to use such strategies could begin with non-communicative exercises such as grammar but include pre-communicative exercises into the lessons. Such activities could also include practice question and answer activities and genuine communication exercises, requiring the production of solutions to problems through discussion (Littlewood, 2007).

Although assessment of achievement of Saudi Arabian learners is essential for them to master the curriculum, undertaking examinations presents difficulties for most learners. Failure in examinations can lead to lower levels of motivation because a learner may

feel that he or she has a better understanding of the language than the exam results indicate and because a learner may feel that a poor exam result reflects an innate lack of language skill (Bruning et al., 2011). Schools cannot alter the basic requirements for learners to undertake compulsory examinations, as English examinations in Saudi Arabia are structured and formally supervised, but steps to decrease fear of examinations can be taken within the school. Schools can encourage teachers to use a variety of formats and designs to find out whether learners understand the curriculum and to check their course knowledge. Brown (2007b) has enumerated different ways to assess learner capacity, take note of their progress in language development and any improvement in their English language skills. For example, providing practice tests and open-ended assignments (Brown, 2007b). If tests are practised like this, there is no need for learners to feel embarrassed by the prospect of losing marks and they will remain optimistic about their prospects of obtaining a good understanding of English. Also, if these steps are implemented at the school level, learner fears about their abilities and about examinations can be reduced.

Within the school context, there are many ways to test learners in English grammar while encouraging them to be active learners. Wesche (1983) stated that even though teachers often depend on traditional methods to test learners in grammar in many EFL countries, using new formats to examine learners in grammar can be successful. One of these formats is self- assessment (Brown, 2007b). By talking with other learners and using voice recorders, learners can read paragraphs and answer questions about what they have read and they can listen to conversations and fill in the blanks. Learners can also be given examinations to take home. Using these options can enable learners to be enthusiastic about English and their ability to use it effectively. Thus, new methods of testing can be used without changing the centrally imposed requirements for English language testing in Saudi Arabia.

Teachers in Saudi Arabia who want to inspire their learners need to actively promote the use of strategies to encourage English language learning and the testing of learner knowledge of English in a manner that suits local needs. The process of adjusting educational strategies in Saudi Arabia should be strengthened and encouraged by Saudi Arabian authorities and policy makers. Despite the role of central authorities, Al-Seghayer (1997) has pointed out that a combination of schools and teachers in the Saudi

Arabian setting are responsible for encouraging learners and for providing them with what they need and want.

2.6.5 Particular Factors Influencing Motivation in Saudi Arabia - Saudi Arabian society

Society is defined as a group of people who live under a common cultural and institutional framework (Ginsberg, 1950). Aldosari (1992) and Stewart (1985) define culture as the way of life that is shared by people in the society, involving belief, concept, custom, tradition, law, moral, values, knowledge and art. This embraces the habits that people acquire in a society. There may be more than one culture within a single society. The Kingdom of Saudi Arabia is a society with distinct cultural patterns, which provides protection and a national identity for the Saudi Arabian people. Saudi Arabia has some distinctive cultural features, including that women are not permitted to drive cars and education of males and females is kept separate. According to Zaid (1993), all Saudi Arabian citizens are Muslims who speak the Arabic language as their L1. The Saudi Arabian people are said to be representative of Islamic culture in general.

Even though all Saudi Arabians speak Arabic as their L1, the Saudi Arabian government has made the study of English compulsory in all schools. As a result, all Saudi Arabian learners are required to acquire some level of English language proficiency. Since a genuine interest in learning English is a vital component of the process of acquisition of English language skills, if learners are not encouraged to learn the language, they will not be interested and it is unlikely that they will acquire adequate English language skills (Chapman & Vagle, 2011; Dornyei, 2001b). In addition, if teachers are not encouraged to believe that their English language teaching has value, they will not be effective in their English language teaching (Alabbad, 2009; Dornyei, 2001b).

Both the teaching and learning of English are affected by Saudi Arabian society and Saudi Arabian culture. Positive steps to encourage people to learn English are needed in EFL countries, particularly in Saudi Arabia. Arnolds (2006) wrote that educational policies in Saudi Arabia stem from the 'morality and judgments of Islam', the religion of all Saudi Arabians and the fabric that threads through their lives and gives them meaning. Saudi Arabian society could be categorised as a 'theocracy' because of the connections of Saudi Arabian society with Islamic beliefs, judgments and their deity

(Arnold, 2006). Jamjoom (2009) writes that the Islamic religion is thought of as the foundation of and the basis for all educational plans in Saudi Arabia. Aldosari (1992) notes that Saudi Arabians who speak English with their foreign neighbours see themselves as representatives of themselves, Saudi Arabia and their religion. The Islamic religion has a special role throughout all levels of the Saudi Arabian education system and Islamic subjects are taught at all levels in schools and universities (Jamjoom, 2009; Prokop, 2003; Prokop, 2005).

As Saudi Arabia attempts to improve the international, economic, political and educational standing of its people, and as the need to communicate with foreigners and to be able to be understood by foreigners grows, an increasing need arises for Saudi Arabians to be educated in and able to teach English (Aldosari, 1992). In the sphere of economics, Arnolds (2006) points out that Saudi Arabia is the largest oil exporter in the world and because of this, it has the largest economy in the Arab world. Saudi Arabia is also the greatest consumer of international commodities, particularly goods from Southeast Asia and Western Europe (Arnolds, 2006; O'Sullivan, 1993). There are no income taxes, sales taxes or consumption taxes in Saudi Arabia. Saudi Arabia's economy is ranked in the top five economies of countries outside of the Organization for Economic Co-Operation Development (OECD; Arnolds, 2006). Goodwin (2001) and Arnolds (2006) have written that Saudi Arabia is the 'richest country' in the world because of its deposits of oil. Because of the oil and other resources such as gold and other minerals, Saudi Arabia has been transformed from a poor, developing country into a prosperous and successful country with international influence (Arnolds, 2006; Goodwin, 2001).

Cavendish (1993) noted that oil products made up 'two-thirds' of Saudi Arabian government income and that 90% of all revenues came from the petroleum sector. All of these economic factors dictate that increasing numbers of Saudi Arabians need English language skills to communicate inside and outside of Saudi Arabia. The need for Saudi Arabians to speak English has generated a necessity to encourage Saudi Arabians to persist in their attempts to communicate in English and to practise English with foreigners who come to Saudi Arabia to visit or for work (Alnatheer, 2013). This necessity elevates the motivation of Saudi Arabian people involved in English language teaching and learning to a position of high importance (Alnatheer, 2013).

Although economic factors in Saudi Arabia play a role in the need to encourage people to teach and learn English, the growing international influence of Saudi Arabia has resulted in Saudi Arabian officials having more frequent contact with English speaking countries, such as the United States of America and Australia, than ever before. This has created an increasing need for English language speakers within Saudi Arabian government agencies. This need is present in relation to foreign affairs (diplomacy), officials negotiating commercial contracts, people working in Saudi Arabian health services, people working in scientific research and in tertiary education. The demand for English language speakers by Saudi Arabian government agencies has increased the pressure on the Saudi Arabian education system to produce more English language speakers and, just as importantly, to produce more fluent English language speakers. This need underlines the necessity for a greater focus on ways in which Saudi Arabian English language teachers can be motivated to be more inspirational in their English language teaching and ways in which Saudi Arabian learners can be motivated to learn English (Alnatheer, 2013).

Because it is the birthplace of Islam, Muslims throughout the world recognise Saudi Arabia as a special place. Saudi Arabian society is seen as the religious ideal for all Muslims across the world, so Muslims want to come to Saudi Arabia as visitors and/or pilgrims. Pilgrims perform Umrah or Al-Hajj (pilgrimage), especially visiting the two holy places of Mecca and Medina. Muslims must face Mecca when they pray five times per day, and Medina is the city where the prophet Mohammad lived and died. Saudi Arabians believe that Islam is the fundamental religion in the world. No religion except Islam is permitted to be practised freely and openly in Saudi Arabia (Cavendish, 1993). The special position of Islam is an additional reason why Saudi Arabia needs more English language speakers and more fluent English language speakers. Of the millions of people who visit Saudi Arabia every year, many are pilgrims who do not speak Arabic but do speak English either as a first, second or foreign language. In order to adequately cater for the needs of these visitors, English language skills are needed.

Because Saudi Arabia is the home of Islam, Saudi Arabian people have a religious duty to spread the word of the Holy Quran, the teachings of the prophet Mohammed and the meaning of Islam throughout the world. The word 'Islam' means "submission", that is submission to Allah (Aldosari, p.15; Arnolds, 2006, p.49; Rashid, 1995, p.105). The Saudi Arabian people feel that other people throughout the world have a right to be

made aware of the teachings of Islam, so that they can have the opportunity to embrace Islam if they wish to. Since many more people in the world speak English either as a first, second or foreign language than speak Arabic, if Saudi Arabians are to express Islam to foreign Muslims or non-Muslims, they need to be able to communicate effectively in English (Aldosari, 1992).

Because of the combination of economic, governmental and religious factors, although Saudi Arabian people might not be intrinsically interested in learning English, there are strong extrinsic reasons why they need to learn English. These extrinsic reasons include the need for Saudi Arabians to learn English so that they can work as English language translators, work in English speaking branches of the Saudi Arabian media or work generally so that they can earn high incomes (Alnatheer, 2013). Because of the increasing global use of English and the increasing need for English language skills in Saudi, there is an increasing need to produce more English language speakers and more fluent English language speakers. Nevertheless, despite the strong connection between motivation and the needs of Saudi Arabian society, many Saudi Arabians lack interest in English because, for most people, English is only practised inside the classroom.

Saudi Arabian authorities have attempted to reform the education system. These reforms have been aimed at improving communicative competence between students and at improving the strategies used by English language teachers to inspire a desire to learn amongst learners. The national objective is to enable Saudi Arabia to become a successful example of English language education. EFL countries such as China, Japan and Saudi Arabia have adjusted their approach to the problem of encouraging English language learners by exploring some of the reasons for the continuing difficulties (Al-Bassam, 1987; AlMaiman, 2005; Makrami, 2010). Strategies to encourage learners to learn English have been imported into the Saudi Arabian EFL setting but implementation of such strategies sometimes causes difficulties for Saudi teachers. These difficulties arise out of local factors and can be overcome through curriculum creativity and continued development of strategies in English language teaching and learning. The challenges facing English language education in the Saudi Arabian education system can be overcome and researchers are actively engaged in attempting to improve the Saudi Arabian education system by suggesting improvements and possible solutions. One of these improvements in learning and teaching English is the introduction of Computer Assisted Language Learning (CALL). CALL can assist

learners to become more interested in their language learning and help create a positive attitude towards learning English (Al-Jamhoor, 2005; Al-Shammari, 2007; Kelsey, 2000; Thrope & Godwin, 2006).

2.7 How Computer Assisted Language Learning (CALL) and other resources can affect motivation

The quality of available resources has an influence on how interested teachers are in teaching and on how interested learners are in learning. CALL is the search for and study of computer applications in language learning (Levy, 1997). It can be effective in helping learners to learn and in helping teachers to teach English in an effective way. Research (Alabbad, 2009; Alamri, 2009) demonstrates that CALL increases motivation of both learners and teachers inside and outside the classroom environment.

This researcher has the view that CALL is one of the best available technological tools to encourage language learning in EFL settings. In contemporary times, technologies such as CALL play an essential role in language learning. Learners can make use of smart phones, tablet computers, dictionaries and computer learning games to learn a language. CALL has been found to have a positive impact on English learning in both the ESL and the EFL settings (Alamri, 2009; Al-Jarf, 2004; Al-Qahtani, 2003; Alrumaih, 2004; Fageeh, 2003; Harmer, 2001; Harmer, 2007; Holder & Walton, 2004; Kern, 2006; Lorenzo & Moore, 2002; Pallof & Pratt, 2003; Simonetti, 2002; Stokes, 2001). The focus of the researcher in this section will be on the resources available for teaching and learning English in Saudi Arabia as an EFL context.

Holder and Walton (2004) and Stokes (2001) have written that levels of interest in learning can be increased if learners use the internet and CALL. Use of the internet can permit learners to communicate effectively without anxiety, satisfy their learning needs, enable them to feel more relaxed in their learning, and provide ample time to discuss topics. Apart from the potential effectiveness of the internet itself, CALL can assist English language learners to learn English. If the internet and CALL are both used effectively, this can be of great benefit to language learners. If EFL learners are satisfied with their CALL curriculum design and if they make use of CALL, they can be greatly encouraged to succeed in their language learning. Although researchers (Holder & Walton, 2004; Lorenzo & Moore, 2002; Stokes, 2001) have emphasised use of the

internet and CALL to facilitate language learning by learners, computer technology also has the potential to confer benefits on teachers.

The integration of computer and internet practices can help with essay writing. Alamri (2009) has pointed to the fact that in Arab countries, particularly in Saudi Arabia, many learners learn English without access to adequate recourses. Alamri (2009) has argued that in Saudi Arabia, significant tools for improving both English language knowledge and current educational philosophy about English language teaching and learning can be made available by means of computer laboratories and information technology tools through use of computers and the internet. Once a teacher has explained the basic outlines of a particular lesson, learners have the ability to use computer technology to conduct their own research and gather more detailed information about the lesson. Alamri (2009) has written that computer technology and CALL can help learners to become self-directed in their learning and assist them to learn independently of the classroom. This can potentially lead to more autonomous and self-directed language learning.

Simonetti (2002) has supported the idea that teachers' use of computers and the internet will encourage their learners to explore new ways of learning and to talk with native English speakers across the world. Simonetti (2002) has emphasised the importance of computer and internet technology as a tool for teachers and learners to experience new learning techniques that are easy to use and that provide immediate access to language teaching and learning. This researcher has the view that it is easy to understand why Simonetti (2002) is so positive about the advantages of computer technology. Through the internet, learners and teachers can have access to language courses conducted by institutions in countries where the language that the learner wants to learn is the native language. Through computer technology such as instant messaging and Skype, learners can easily engage in live audio and visual communication with a person in another country using the native language of that other country. Teachers and learners will also be able to form friendships with people in other countries, and enhance these friendships by the exchange of photos, talk and general discussion.

Although Simonetti (2002) has referred in general terms to the advantages of using computer technology in language learning, Alamri (2009) has singled out CALL in particular. Advantages of CALL include opportunities to practise English with native

and non-native English speakers, use of encyclopaedia sites to obtain information, sharing of ideas on topics, motivating EFL learners to raise their competence, and increasing their familiarity with dialects from different native English-speaking countries (Alamri, 2009). None of these advantages is unique to CALL. CALL's specific advantage is that many resources are easily and immediately available at the CALL internet site.

While traditional methods of teaching English rely on the use of English texts and on teachers delivering the necessary information to learners, CALL fosters language learning success and increases motivation in a number of different ways, including providing active feedback to both teachers and learners. Active use of feedback is one of the most effective tools for success for teachers and learners, because feedback is highly motivational. Palloff and Pratt (2003) claim that one of the benefits of face to face feedback is the ability to have short discussions and make best use of teacher time. CALL can also help in successful language learning and teaching by helping to overcome problems such as overcrowded classrooms and limited teaching time available for EFL teaching. Computer language programs do not become tired and they are not limited in the time that they can make available for teachers and learners. Learners and teachers who are required to learn and teach a language in a classroom with a large number of learners and limited available teaching time are likely to become dispirited. By helping to overcome these obstacles, CALL is able to encourage teachers and learners and alleviate dispirited feelings.

CALL can assist teachers and learners by providing them with tools that would not otherwise be available. Alabbad (2009) and Alameri (2009) say that CALL can assist teachers and learners with the correct pronunciation and grammar and give learners options about whether to use American English spelling or British English spelling. CALL enables learners to speak to their teachers without time constraints, provides teachers with information about the perspectives of learners towards English teaching and provides information about what learners think is important to improve their English. CALL can also permit learners to negotiate about what they study and reach agreement on the assignments they must complete, enhancing their ability to practise English inside and outside the classroom and allowing them to avoid embarrassment in their learning, thus increasing self-esteem and self-confidence.

In addition to CALL, an example of a technological development in teaching and learning English is the interactive whiteboard (IWB), which enables the manipulation of pictures and can be used either by means of a special pen or by means of the teacher's finger as a computer mouse (Harmer, 2007). Saudi Arabian institutions that are supervised by the Ministry of Higher Education or the Ministry of Education are likely to be well-funded, but many educational institutions are supervised by other government agencies, including the Ministry of Information and the Ministry of Foreign Affairs. Such schools may lack adequate funding for implementing new technology such as CALL or IWB (Alrumaih, 2004). As a result, integration of computer technology such as CALL into all Saudi Arabian schools is likely to be difficult because of a variety of institutional, technical, and financial factors. Until these practical difficulties are overcome, English language teachers and learners will not be able to take full advantage of the benefits available from computer technology.

However, problems in Saudi Arabian education arise not just from a lack of current technology but also a lack of basic resources. For example, there is a shortage of English books, magazines, short stories and other non-technology based resources in school libraries. Al-Qahtani (2003) has argued that Saudi Arabian learners are not provided with adequate resources, especially resources from English speaking countries. In addition, many Saudi Arabian English language teachers are not satisfied with some of the English language resources that actually are provided, especially those that contradict Islamic and Saudi Arabian cultural values (Al-Qahtani, 2003). Notwithstanding any discomfort that some Saudi Arabian English language teachers may feel about some of the English language resources that are provided, Fageeh (2003) and Al-Jarf (2004) have put forward the view that various resources, such as CALL, the internet and a variety of English language books are important for EFL learners. They have said that these resources lift the level of enthusiasm in teachers and learners, enable teachers and learners to become more wide ranging in their English learning, expose teachers and learners to other cultures, enable teachers and learners to share different experiences and enable learners and teachers to choose the resources that best suit their English language teaching and learning.

Researchers (Harmer, 2001; Harmer, 2007; Kern, 2006) have referred to the potential benefits of technology in language learning and teaching and to the inevitability of using technology. Because of the massive development of technology, changes to

classroom education are unavoidable. However, a continuing lack of adequate resources will ensure that teachers and learners adhere to traditional methods of teaching and learning English without significant improvement. Therefore, making adequate resources available for Saudi Arabian learners and teachers is a prerequisite if there is to be an increased level of interest in teaching by English language teachers and a greater level of achievement by English language learners.

2.8 Conclusion

In this chapter, the researcher has discussed research dealing with motivation as an essential ingredient in learning and teaching English in a general EFL context and specifically in relation to Saudi Arabia. This chapter explained the theoretical models underpinning this research and the researcher's model of motivational factors in the Saudi Arabian context, which is an expansion of the models of Gardner (2001) and AlMaiman, (2005). This chapter also indicated the gap in understanding how perceptions of motivational factors by learners, teachers and parents of learners can influence Saudi Arabian learners to learn English successfully. This research study, conducted in Jazan city, Saudi Arabia, attempted to fill this gap to determine how to improve English language acquisition in an EFL context. General factors influencing motivation in the EFL context as well as particular factors affecting learner's motivation in Saudi Arabia have also been discussed.

In the next chapter, the researcher explains the methodology used in the research and the mixed-methods approach adopted to seek answers to the research questions (see section 3.1 and 3.2). By combining quantitative and qualitative methods in this study, the researcher will make use of a convergent parallel design to ensure the validity and reliability of each instrument.

3. Method

3.1 Introduction

In this chapter, the researcher describes the research design applied in this study, the participants, the sampling and the various research instruments used. Procedures of data collection that the study utilised will be discussed. In addition, the researcher explains how quantitative and qualitative data were used and analysed in this study.

3.2 Research design

The researcher set out to analyse the perceptions of learners, teachers and parents in relation to factors that influence the motivation of L1 Arabic speakers who are learning English as a foreign language in Saudi Arabia by asking one principal question, a number of general questions and a number of specific subsidiary questions. The principal question was:

- Are there differences between the perceptions of learners, teachers and parents as regards the motivational factors that influence English language learners of English as foreign language in Saudi Arabia?

To address this main question, the following **general questions** were investigated:

- 1- What are the perceptions of learners in relation to factors that motivate them in their learning?
- 2- What are the perceptions of teachers in relation to factors that motivate learners in their learning?
- 3- What are the perceptions of parents in relation to factors that motivate their children in their learning?

The perceptions of learners, teachers and parents regarding motivational factors that influence English language learning will be ranked in accordance with the relative importance attributed to these motivational factors. This will enable a determination of the perceived contribution that each factor makes to student learning.

These following four specific research questions will be used as vehicles to address the above four broad questions:

- 1- What do English language learners, teachers and parents of English language learners do that positively affects the perceptions of English language learners in their English language learning?
- 2- What effect does the school environment have on the perceptions of English language learners with regard to encouraging or discouraging English language learning? What factors in the school environment create this effect?
- 3- What is the effect of the foreign language setting on the perceptions of English language learners in their English language learning?
- 4- Do English language learners, teachers and parents believe that the English language curriculum affects the perceptions of English language learners in a way that encourages learners in their English language learning? If so, how and why does it do this?

The methodological framework of this research has been adopted to answer these questions. In order to make optimal use of both quantitative and qualitative information, the researcher decided to use mixed methods research to explore the questions set out above. Punch (2009) and Teddlie & Tashakkori (2009) define mixed methods research as research that obtains empirical results by collection and analysis of both qualitative and quantitative data. Punch (2009) states that mixed methods research is increasingly used in order to enhance the reliability and validity of a single approach, either quantitative or qualitative.

Creswell and Clark (2011) write that mixed methods research enables researchers to collect and analyse broader information and evidence as quantitative research depends on statistical data, while qualitative research depends on image and textual data (Creswell, 2014; Grbich, 2013). Mixed methods research thus allows researchers to examine the object of the research from different views (Creswell & Clark 2011; Grbich, 2007; Grbich, 2013). By combining different information and evidences of both quantitative and qualitative approaches, the limitations of each approach can be minimised.

Therefore, the purpose of choosing a mixed methods approach in my study is to answer the research questions from different perspectives, to have rich and strong data based on quantitative and qualitative analysis, to enhance the validity of the results and to have robust perceptions about motivational factors that influence learners in their studying of English. For instance, the researcher provided more detailed data than could be obtained from a single approach, based on the numerical analysis of questionnaires and on the interview data for learners who study English in the Saudi Arabian context. Thus, the researcher needs a mixed methods approach for in-depth study of learners' perceptions.

The researcher elected to use a quantitative method achieved through a questionnaire to investigate and analyse various motivational factors, assess the perceptions of learners about each item and to generalise the findings. The questionnaire can be found in Appendix A (English version) and Appendix B (Arabic version). In addition, a qualitative method, achieved through focus group interviews, was also used as a means of exploring the topic of motivation. Interview questions can be found in Appendices C to H. This qualitative method was able to generate more in-depth information through the collection of multiple concepts, ideas and experiences of individuals and groups of people about motivation (Punch, 2009). Creswell & Clark (2011) state that one of the main features of mixed methods research is that it is 'practical' because researchers can utilise all methods that are suitable and available to study the research problem. When researchers use mixed methods research, they are able to use both words and numbers and to make use of deductive and inductive thinking. Therefore, researchers should be aware and make use of the different skills of quantitative and qualitative research, such as interviewing participants and recording what people say.

3.2.1 Convergent parallel mixed methods design

The researcher used a convergent parallel mixed methods design (Figure 3.1) for data collection (Creswell, 2014), also known as triangulation design or concurrent triangulation design (Creswell, 2008; Creswell, 2009). The purpose of using a convergent parallel mixed methods design is to ensure the reliability and validity of the study, by simultaneous collection of quantitative and qualitative data, to merge the data and use the results to understand the research problem (Creswell, 2008; Creswell, 2014). Creswell (2014) states that the aim of this type of design is to compare and validate quantitative findings by making use of qualitative results. The researcher collected his data independently and analysed each type separately (Figure 3.1). In this

thesis, the quantitative analysis of this research is presented in Chapter 4 while the qualitative analysis is presented in Chapter 5. Moreover, an additional chapter entitled, "quantitative and qualitative discussion and interpretation", is included as Chapter 6 for the discussion. However, relevant data are used to compare or relate analyses or results in order to come up with appropriate interpretations in the research. Since this study used both quantitative and qualitative data, following a convergent parallel mixed method approach was useful, as stated by Creswell (2014).

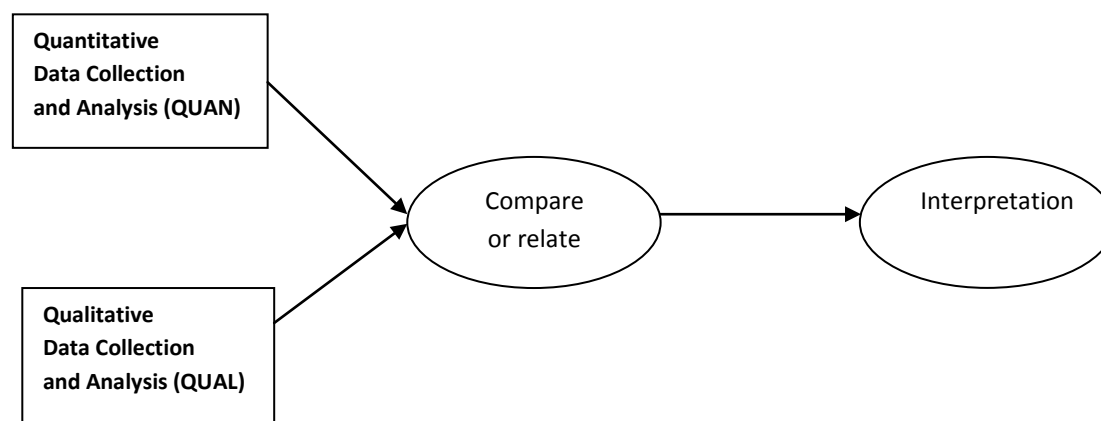


Figure 3.1: Convergent parallel mixed methods

(Source: Adapted from Creswell (2014, p.220))

Research (Creswell & Clark, 2007; Denzin, 1978; Patton, 2002; Teddlie & Tashakkori, 2009) defines convergent parallel design as the combinations and comparisons of multiple results derived from various data collection methods and the ultimate inferences that are drawn from such analyses at the end of study. Creswell (2009, 2014) writes that the most commonly used approach in mixed methods is convergent parallel design, which means that the researcher uses both quantitative and qualitative data and compares or relates the results to examine the extent to which the data which were collected by using different methodologies differ or converge. The fundamental reason for the convergent parallel design is to ascertain whether the results from the quantitative and qualitative data are consistent or not (Dawson, 2009; Punch, 2009). Most importantly, the relationship of qualitative to the quantitative data is to validate the data and to make them reliable in this research study. For example, the researcher collected data through questionnaires (closed-ended and open-ended) to validate them and see learner perceptions towards motivational factors that influence them in their learning of English. This is consistent with Creswell and Clark (2011), who state that

when the researcher uses both closed-ended and open-ended items in surveys, and the findings from both are utilised, this validates the findings from the closed-ended items.

Convergent parallel design also means that the strength of quantitative data will add to the strength of qualitative data to develop 'well-validated and substantiated findings' (Creswell, 2009, pp.213-214; Grbich, 2007). This minimises the weakness of each separate approach and to develop a wide range of exploration of the subject of the research study, making the information collected from both sources consistent. Dawson (2009) has expressed the view that many researchers believe that the convergent parallel design is an effective way in which to approach research. It is also a research design that gives the researcher the opportunity to reduce the shortcomings of both quantitative and qualitative research approaches in the research.

'Convergent parallel' design enabled the researcher to obtain a better understanding of the nature of motivation in the Saudi Arabian context. It also enabled the researcher to recommend solutions to the research problems and to explore a wider number of motivational factors and levels of effectiveness of motivational factors. The researcher was further able to examine how individual motivational factors influence other motivational factors. Therefore, this convergent parallel design occurs by combining quantitative and qualitative data. The dependent variable was considered to be motivation to learn English language and the independent variables are the perceptions of learners' themselves to their learning, their teachers, their parents, their schools' context and Saudi Arabian context.

3.3 The research site and participants

3.3.1 Research site

In order to acquire a comprehensive picture of the impact of perceptions about motivational factors that encourage students to learn English effectively, the researcher focused on perceptions of learners, teachers and the parents of learners. To collect the data about perceptions of learners, teachers and parents of learners, the researcher made use of intermediate public schools in Jazan city as the target population groups. Intermediate schools in Saudi Arabia start from Year 7 and continue to Year 9. English is taught as a compulsory language in these schools and each English teacher gives 20-24 hours of English classes per week. Each English language class lasts for 45 minutes

and there are four to five classes per school day. In Saudi Arabia, classes are comprised of teachers with students only of the same gender, and male classes were studied for cultural reasons. In fact, government regulations do not permit co-education of males and females in Saudi Arabia. English is introduced as a compulsory subject taught from Year 6, the final year of primary school. English is a compulsory language up to and including Year 12, the final year of secondary schooling. The following sections provide information about the characteristics and some background of the participants (learners, teachers and parents of learners).

3.3.2 Learners

All learner participants are Year 9 students who live in Saudi Arabia and attend Saudi Arabian public schools, and volunteered for this project. They share the same first language (Arabic) and culture (Saudi Arabian). Learner participants are aged between 14 and 15 years of age. They have similar educational backgrounds, academic capacities, social class and socioeconomic status (Dornyei & Taguchi, 2010). The members of the group are homogenous and for cultural reasons, all of them are males as mentioned earlier. Each of the eight public education institutions in Jazan city in which the research was conducted is recognised as a provider of high quality education. There is a wide variety of educational experiences available in the selected schools, they each have large numbers of middle school learners enrolled and the selected schools are centrally located. These factors influenced the selection of these particular schools. Based on the exam results for Semester 2, 2011 (encompassing final grades, performance in the classroom, attendance and extra curricula exercises) high achievers were identified as those learners who obtained a mark in the range of 85-100%. Medium achievers were identified as those learners who had obtained a mark in the range of 65-84%, while the low achievers were identified as those who obtained a mark of 65% or less. The researcher chose participants with low, medium and high English language proficiency to participate in interviews so that the range of views and perceptions about English language motivation could be ascertained in a comprehensive manner.

3.3.3 Teachers

Individual interviews with English language teachers were conducted with six teachers who volunteered and who were identified with the assistance of English language supervisors employed by the Ministry of Education in Jazan city. All English language teachers volunteered to participate in the interviews and also consented to the

interviewing of their learners. For cultural reasons, all English language teachers were males because teaching of male learners in Saudi Arabia can be carried out only by male teachers. Six teachers were selected (n=6) to ensure that there was some differentiation between skills and experiences in teaching methodologies, age, qualification levels and backgrounds in the English language. One group of three teachers was aged between 40 and 65 and each member of this group had ten or more years of experience. The other group of three was aged between 25 and 39 and members of this group had less than ten years of experience. Note was taken of the professional development of teachers to ascertain whether they had been regularly updating their skills in English language teaching through attendance at professional development courses. This is to ensure that teachers have had adequate professional skills and training.

3.3.4 Parents

For cultural reasons, all interviews with parents of English language learners were conducted with fathers, as Saudi Arabian culture discourages males from having contact with any females who are not family members. In Saudi Arabian culture, although husbands (fathers of children) consult with their wives on issues which relate to education, fathers are the representatives of the home when dealing with educational matters. All parent participants were volunteers who agreed to be interviewed and who agreed to permit their children to take part in the research. The number of participants in the individual parent interviews was six (n=6) and parents were selected with the assistance of the English language teachers. The socio-economic and cultural characteristics of all of the parents were similar, but out of the six parents interviewed, three had undergone tertiary education; they were aged between 50 and 60 years. The other three parents had an intermediate level of education and were aged between 55 and 70 years. The purpose of interviewing parents was to inquire whether their educational level influenced their motivation of their children.

3.4 Sampling procedures

3.4.1 Learners

To enable data collection, the Ministry of Education (Jazan branch) organised and selected eight schools based on the cooperation of principals, understanding of research, availability of enough space and resources and cooperation of English language

teachers. Based consequently on the identified schools, three steps were followed in the sampling for this study. The first step was completion of questionnaires by learners. A total of 400 (N=400) learners studied in the eight schools selected (Figure 3.2). Out of the 400 learners, 235 learners agreed to participate in the survey, all of whom were given the questionnaires (Figure 3.2). Twelve incomplete questionnaires were returned to the researcher, so the researcher used only 223 questionnaires for analysis purposes (n=223).

The second step was the selection process for the focus group interviews with learners. Out of eight public schools, four schools were chosen because these schools were easily accessible by the researcher. The English language teachers assisted the researcher, assuring him that the four schools selected were suitable for the focus group interviews. After the selection of the schools, the researcher requested English language teachers in each of the identified schools to nominate three learners, one with a high achievement level, one with a low achievement level and one with an average achievement in the English language. Through this process, three learners from each of the four schools were nominated, making a total of 12 learners (Figure 3.2) for the focus group interviews (n=12).

The third step involved the selection of learners to participate in individual interviews. Of the 12 learners selected for the focus group interviews, the researcher randomly selected two learners from each achievement level, high, average and low English language achievement, giving a total of six learners for individual interviews (Figure 3.2; n=6).

The researcher collected data from learners through three specific techniques, questionnaires administered to learners, individual interviews with learners and focus group interviews with learners. This aspect of the research focused on learners studying English as a foreign language. The purpose of using these kinds of techniques was to elicit information concerning learner perceptions about motivational factors that could potentially influence them to learn English as a foreign language.

Figure 3.2 demonstrates the sampling process used in the study to obtain data from the learners. It explains the steps that are used to collect this data from learners through questionnaires, focus group interviews, and individual interviews.

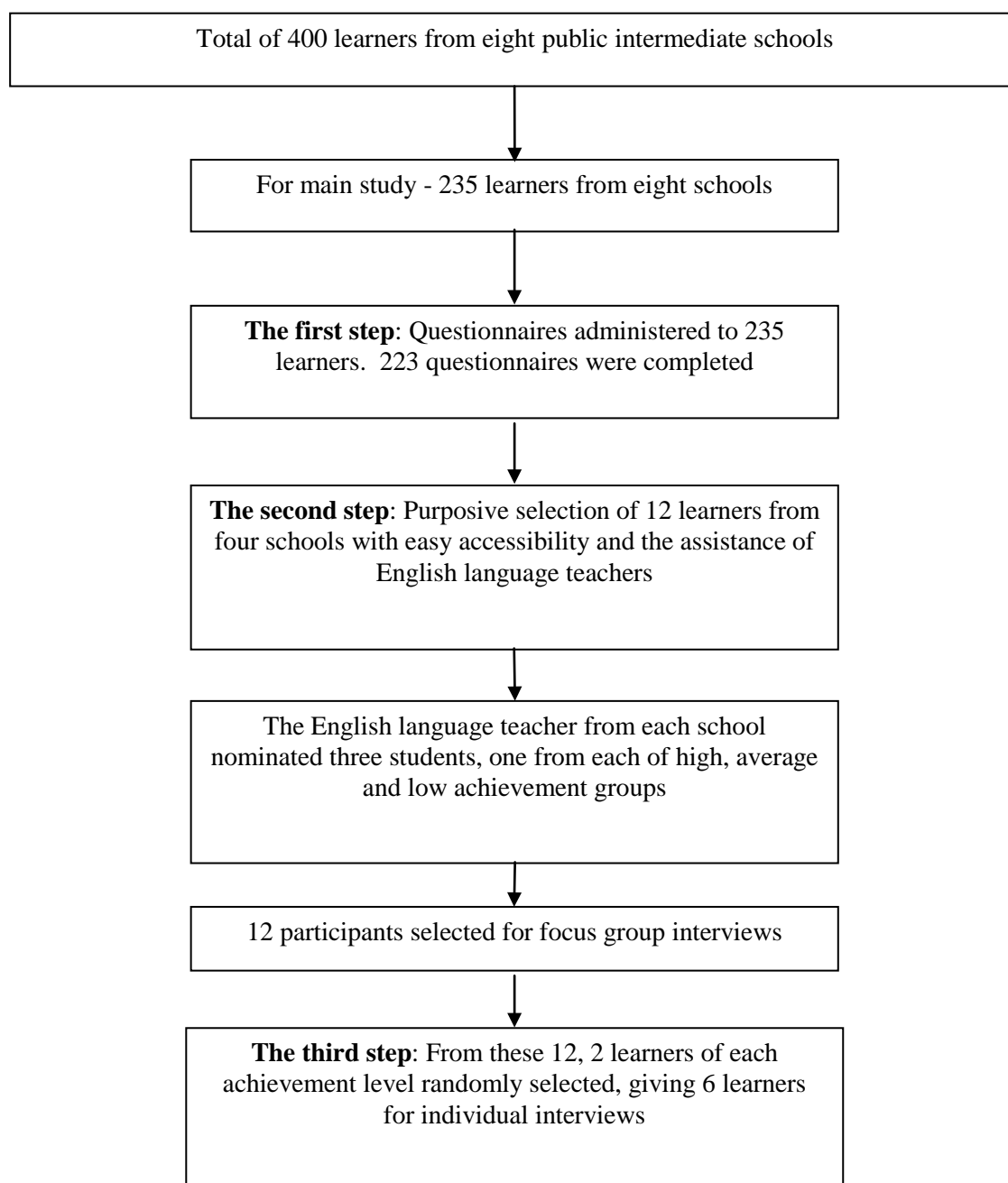


Figure 3.2: Procedures followed in sampling the learners in the study

3.4.2 Teachers

The purposive selection of six English language teachers for individual interviews was made with the assistance of English language supervisors (Figure 3.3). The supervisors, who were employed by the Ministry of Education, knew about the English language teachers' academic performance and English teaching skills. Creswell (2008) argues that in purposive sampling, individuals nominate people and sites to understand the fundamental phenomenon of the study. In this study, English language supervisors

made the selection of English language teachers chosen to express their perceptions about the motivational factors and their teaching experiences in English. This was done to give in-depth information in reply to the study questions. In fact, this insightful strategy is supported by Silverman (2005, p.129) who said that “purposive sampling” demands researchers to think critically about the variables that we are studying and choose our sample and analytical techniques carefully on this basis” (Silverman, 2005, p.129).

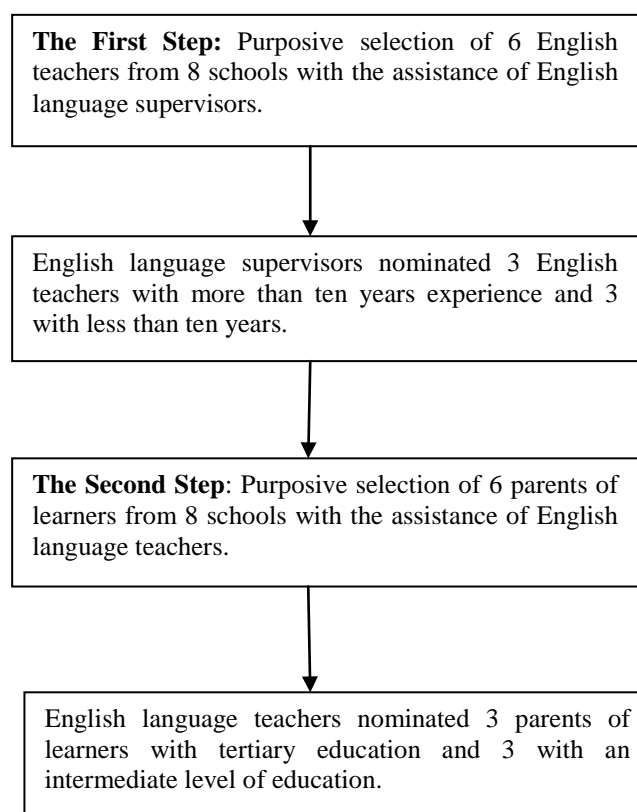


Figure 3.3: Procedures followed in sampling the English teachers and parents of learners in the study

3.4.3 Parents

The purposive selection of six individual interviewees from parents of learners was made with the assistance from English language teachers (Figure 3.3), who had some knowledge about the education levels of the parents of learners. Figure 3.3 demonstrates the sampling process used in the study to obtain data from the teachers and parents of learners. It explains the steps that are used to collect the data from teachers and parents through individual interviews.

3.5 Research instruments

3.5.1 General comments about research instruments

To acquire reliable and valid data, the researcher used different instruments, such as questionnaires and interviews to collect the data. Grbich (2007, p.197) wrote that advantages of combining quantitative and qualitative approaches are an improvement in the validity and reliability of the research findings and an increase in the ability to 'cross-check one data set against another'. The quantitative and qualitative methods used by the researcher consisted of individual interviews with learners, teachers and parents, and completion of a questionnaire by the learners (see Appendices A, C, E, G). Dawson (2009, p.23) writes that although quantitative research 'generates statistics through the use of large-scale survey research', qualitative research 'explores attitudes, behaviour and experiences through (for example) the use of individual interviews and focus group discussion. Most importantly, people in countries such as Saudi Arabia are communication friendly and they are willing to talk to each other on any aspects of their lives. This is because of the tradition of oral history and oral lore amongst Arabian people. This means that oral communication is particularly important within Arab culture and therefore it was relatively well-suited for the researcher to conduct interviews with those people in this study.

3.5.2 The questionnaire

There are many definitions of "questionnaire". According to Creswell, (2008) questionnaires are forms that seek participants' responses on basic personal and demographic information through a survey. Another definition of a questionnaire is that it gives numeric or quantifiable information about attitudes, trends or opinions of a given population through a sample selected from that population (Creswell, 2009). Dornyei and Taguchi (2010) have given their own definition of the term saying that a questionnaire is an instrument where respondents are asked to write or select their appropriate answers for questions that are being asked through that instrument. In other words, participants select answers to closed-ended questions and answer open-ended questions about their experiences concerning the topic. One of the commonly used strategies in mixed method research is use of questionnaires (Creswell, 2008; Dornyei & Taguchi, 2010; Punch, 2009; Teddlie & Tashakkori, 2009). Dornyei and Taguchi (2010) have expressed the view that open-ended questions can play a major role in

questionnaires if they are less directly connected with the topic being examined by the questionnaire and if they give respondents the chance to freely express their attitudes towards the topic whereas closed-ended questions can limit questionnaires to selections from 'ready-made options'. For example, the researcher asked the learners about their perspectives of their school's encouragement to learn English. In this way, learners expressed their qualitative views about school encouragement that helped them learn the language (see more details in Appendix A).

Questionnaires have limitations and disadvantages. The individual questions may be difficult for respondents to understand if they are too lengthy or if they contain repetitive statements. Respondents may fail to answer some questions, as they may have become bored or failed to understand a question (Dornyei & Taguchi, 2010). Notwithstanding the disadvantages, questionnaires have many advantages. Dornyei and Taguchi (2010) write that the major attraction of questionnaires is that the researcher can collect the required information in less than an hour if the questionnaire is well constructed. In addition, even though it is time consuming to enter data, questionnaires can be processed relatively easily through the use of computer programs. Questionnaires can reduce the effort needed by researchers and they can be cost-effective (Dornyei & Taguchi, 2010).

The researcher designed a two part questionnaire. The first part consisted of closed-ended questions based on a Likert-Scale (Likert, 1932). Teddlie and Tashakkori (2009) state that Likert scale is one of the more widely used scales in research studies that aim to measure the level of agreement or disagreement by respondents to questions about the topic covered by the questionnaire. The reason for using the Likert-scale is to generate quantitative data. Dornyei and Taguchi (2010) write that the reason for wide use of the Likert-scale for questionnaires is because it is reliable, simple to use and able to be adapted for many different purposes. The questions were constructed in a way that helps the researcher to score items using the IBM Statistical Package for the Social Sciences (SPSS) program and to enable participants to complete the questions in a relatively easy fashion. For example, questions included the 6-point Likert-scale that the respondents found easy to respond to. Questions also contained short sentences and concentrated on one idea only. In addition, in this study, the researcher may aggregate positive responses such as strongly agree, agree and somewhat agree. Although these responses represent different degrees of agreement, they are all positive.

The first part of the questionnaire included 25 closed-ended questions with six possible answers ranging from one (strongly disagree) to six (strongly agree) for each question. The questionnaire was designed to measure the degrees of importance of motivational factors. The predominant questions included in the questionnaire were closed-ended statements (Dawson, 2009; Dornyei & Taguchi, 2010). The second part of the questionnaire consisted of an additional five open-ended questions to measure learner perceptions of the effectiveness of various motivational factors in their learning of English. For example, the researcher asked respondents a quantitative question (in the closed-ended section, item 24) and a qualitative question (in the open-ended section, question 5) about Saudi Arabian society.

Research (Teddlie & Tashakkori, 2009) indicates there is a more frequent use of closed-ended questions than open-ended questions because responses to closed-ended questions are easier to collect and much faster to analyse than answers to open-ended questions. Although more complex to use and analyse, open-ended questions can explore what teachers think about various factors and strategies. As a result, a combination of both closed and open-ended questions is often used in research (Dawson, 2009).

The questionnaire required about 20 minutes to complete. Dornyei and Taguchi (2010) have noted that it is preferable to design questionnaires that take no more than half an hour to complete. Questionnaires should be no more than four to six pages long if boredom is to be avoided. There should be no feeling of compulsion for participants to answer individual questions in the questionnaire. Propositions in questionnaires should contain short simple sentences, rather than compound and complex sentences that can confuse respondents, and avoid having more than one idea in each sentence. Brown (2001, p. 45) and Dawson (2009) have written that 'short questions are good questions'. Simple questions are also good questions. For example, in part 2 (open-ended questions) the researcher asked respondents short and simple questions, such as "Do you like English language class? Why?" and "Does your school encourage you to learn English? How?"

Research (Creswell, 2008; Dornyei & Taguch, 2010) reveals that there are choices when researchers develop an instrument. These choices include locating items and modifying them or locating items and using them for your research study. The questions in this

study were designed to analyse how learners perceived that themselves, their teachers, their parents, their schools and the Saudi Arabian context as an influence on their motivation to learn English. The questions were developed from various models (Alabbad, 2009; Al-Bassam, 1987; Aldosari, 1992; AlMaiman, 2005; Cheng & Dornyei, 2007; Dornyei & Csizer, 1998; Gardner, 1985; Makrami, 2010; Oxford, 1996) to align the researcher's study with those already reported, to attain the research objectives and to answer research questions drawn from existing gaps in the literature as explained above. The researcher also developed items about school encouragement in the Saudi Arabian context (items 20-22) and societal encouragement in the Saudi Arabian context (item 24) that were not present in the literature mentioned above. Table 3.3 (pp. 98-99) gives a description of all items (1-25), which were drawn from the literature review as well as researcher's own ideas about the Saudi Arabian context, all of which were included in the final version of the questionnaire.

The researcher designed the questionnaire in order to answer the research questions, to have consistent information with the individual interviews, to provide statistical information about motivational factors and to be able to investigate learner perceptions towards each item. Moreover, to avoid common disadvantages of a questionnaire and validate the questions, the researcher piloted the study (with 24 learners) (see section 3.6.5). The researcher also revised the questionnaires several times for improvement, clarity and consistency, following advice from the supervisors and fellow colleagues of the researcher in Australia and Saudi Arabia. The researcher adapted these research questionnaires from refereed studies, checked items and developed others to seek different perceptions of learners about motivational factors that influence them in their learning of English. The researcher and his two Saudi Arabian English and Arabic literate colleagues translated independently all the questions from English to Arabic and translated back from Arabic to English.

3.5.3 Individual interviews

This section discusses various research instruments that were used in order to ask different participants such as learners, teachers and parents of learners the questions as a part of this research study. It also discusses the advantages and disadvantages of individual interviews with those respondents and also focus group interviews with learners.

3.5.3.1 Learners

Teddlie and Tashakkori (2009) define interviews as being an interactive process in which the researcher asks questions of the participants, who should number between 5 and 10 participants. When the researcher asks questions in an individual interview, this is likely to generate in-depth information for the research. Teddlie and Tashakkori (2009) say that interviewing is a powerful strategy for collecting data because the one on one interaction between the researcher and the participant provides an opportunity for the researcher to ask questions and gives the participant the opportunity to explain the answers and clarify issues regarding the research topic. Creswell (2009) says that a key feature in a qualitative study is that the researcher will learn about the problem from different participants, attempt to understand it and gain information about it. Teddlie and Tashakkori (2009) write that although questions for the interview sessions may involve closed-ended questions, open-ended questions or both, open-ended questions are very popular in qualitative interviews because such questions are general and do not suggest what the answer to the question ought to be. As an example of open-ended questions, the researcher asked participants to describe their English language classes, to say whether they feel encouraged to learn English in their classes and to describe the methods used to teach English by their English language teachers. In addition, in part 2 of the open-ended questions, the researcher asked questions such as "What are the things that encourage you to learn English? How?" and "Does living in Jazan city encourage you to learn English? How?" The above questions and the other questions in the questionnaires used in individual interviews and focus group learners (Appendix A and C) have come from the literature gap that was identified by the researcher as shown earlier in Figure 2.1. Most importantly, previous studies in the Saudi Arabian context (Al-Bassam, 1987; AlMaiman, 2005; Alrabai, 2010; Makrami, 2010; Alnatheer, 2013) have looked into some aspects of motivation but no studies have yet looked into the perceptions of English language motivational factors that influence Saudi Arabian learners to study English.

The researcher interviewed six individual learner participants. They were asked questions in relation to their learning and their achievements in learning EFL. Interviews lasted for about 45 minutes. As noted already, interviewees were the voluntary learners who were selected from the 12 focus group participants. For cultural reasons (which required that appropriate respect be paid to the English language

teachers), the researcher invited the English language teachers to participate in the process of selecting individual interviewees. The researcher stressed to English language teachers the necessity to ensure a balanced selection from among their learners regarding the English language abilities of learners. This was done based on merit criteria (high, average and low achievers of English language) of the learners. The individual interviews were semi-structured in form. The researcher asked a number of questions (Appendix C), keeping in mind the factors described in the literature review that can have an influence on learner motivation. Dawson (2009, p.28) writes that in qualitative research, one of the most widely used kinds of interview is "semi-structured interviewing", because the flexibility permits the raising of other questions that may be important.

Interview questions were asked in a manner designed to encourage interviewees to provide the maximum amount of information. For example, the researcher began by asking participants to describe their experiences in learning the English language. The researcher has the belief that everyone has an experience to tell about teaching and learning of the English language. Care was taken to avoid asking leading questions (questions that suggested a particular answer) such as "Why do you like learning the English language?" The researcher encouraged interviewees to tell their stories in their own words. Instead of leading questions, the researcher asked open-ended questions such as "How do you feel about learning the English language?" and "What learning styles and teaching methods motivate you to learn the English language?" The open-ended questions were designed to elicit more information on specific aspects of questions. For example, the researcher asked learners in questionnaires and interviews whether their parents helped them to learn English. It is important to make sure that the information obtained through the research is insightful, reliable and consistent by asking learners the same question in the questionnaires and interviews.

Fontana and Frey (2000) have written that a significant aspect of interviews is the need to encourage learners to speak freely and be open in their responses to the researcher. This can be achieved if the environment is a comfortable one where the interviewees feel secure and confident that their information will be kept confidential. In this study, participants wanted to use L1 Arabic because they felt more comfortable speaking in their L1. Therefore, the researcher conducted interviews in Arabic. This also permitted the researcher as an L1 Arabic speaker to better understand individual experiences of

learners, their educational backgrounds, their beliefs, their attitudes and their ideas and feelings about English. For example, the interviewees were asked "What do you think are the biggest difficulties preventing you from successful English language learning?" (For more details see Appendix C).

Reviewing the interview questions after the conclusion of the interviews was a straightforward process. In this study, the researcher recorded the interviews and took notes for each participant and of examples of students' responses. Recordings were transcribed in Arabic and translated into English. All of this information was considered for determining the frequencies of positive and negative responses and for the thematic analysis (see sections 3.6.2; 3.8).

Interviews have advantages and disadvantages in every research study. In this research study, some of the advantages of using interviews included that because the researcher was Saudi Arabian he was aware of how to communicate in Saudi Arabia. The researcher conducted the interviews with learners and focused the interviews on the research questions. Because the researcher had been a Saudi Arabian government employee working with the Ministry of Education, this greatly helped him obtaining necessary assistance, support and cooperation in order to conduct the interviews in Jazan city. Disadvantages to the interview process include that the interviews cannot be administered to large cohorts of people because interviews are time consuming, interviews yield large amounts of information, and it can be difficult to record all information given during interviews. Thus, in this study, the researcher conducted interviews with a small cohort of learners and focussed on the learners' feedback and on distinguishing matters that seemed more important from those that seemed to be of lesser importance (Creswell, 2008; Creswell & Clark, 2011). This was done using thematic analysis, such as drawing out the most important themes obtained from interview results. For example, liking English; if the learners did like learning English, then they were asked further questions on the theme "liking English".

In this study, the researcher designed the interviews in order to answer the research questions, to have consistent information with the individual interviews for both the closed-ended and open-ended questions and to be able to investigate learners' perceptions towards each item. However, to avoid common disadvantages of interviews, the researcher piloted the interviews and revised them many times in order to make the

interview questions clear and consistent (See section 3.6.2 Relevancy of pilot study in the interviews).

3.5.3.2 Teachers

Creswell (2008) states that in an interview, the researcher asks questions of the participants and records the responses separately for each individual participant. In line with Creswell's approach, the researcher asked questions of individual teacher participants that were designed to encourage them to express their feelings and speak freely. In conducting the research, the researcher asked interviewees to share their ideas regarding the teaching and learning of English. The questions were asked in a relaxed environment and in a flexible manner designed to help the participants to communicate their personal experiences and opinions. The researcher ensured the respondents that the information is for research purposes and will be completely confidential. The researcher requested the participants to be honest when expressing their perceptions. The researcher used open-ended questions that gave participants considerable flexibility in answering. By interviewing individual English language teachers, the researcher hoped to obtain an understanding of their perspectives.

The researcher conducted semi-structured interviews with six English language teachers. Creswell (2009) and Minichiello et al. (2008) state that when different opening questions are used in face-to-face semi-structured interviews, the researcher is likely to obtain appropriate and accurate information relevant to the study project and that this is likely to place a focus on the significant issues of the research. For example, the researcher asked the respondents to express their views about motivational issues (see Appendix E). In this way, the researcher compared respondents' answers to obtain accurate information through all interviews.

For the reasons discussed earlier, all teachers were males. Interviews took approximately 45 minutes and all the interviews were recorded. The researcher also took notes briefly throughout (the main study) interviews when he was asking the questions and receiving responses from the participants and these brief notes are available in both the recording mode and transcripts. During the interviews, the researcher sought information about motivational strategies used by Saudi Arabian teachers in their classrooms and the perceptions of the teachers as to the most important motivational factors affecting the English language acquisition of Saudi Arabian

learners. For example teacher interviewees were asked "Do you think that learner motivation is important for successful language learning? If so, why?" (for more details, see Appendix E). As discussed before regarding interviews with learners (3.5.3.1), the researcher managed the interviews with teachers and focused on the research questions. The researcher explored motivational issues in depth, obtained relevant information, writing responses down, questioning and took notes briefly based on teachers' perceptions. However, the process was time consuming from the perspective of transcribing and analysing what teachers said about motivational factors. For example, after conducting every individual interview with a teacher, the researcher preferred to transcribe, code and translate the data. This process was done with assistance from the researcher's two English speaking Saudi Arabian colleagues.

Because the researcher used Arabic language questions and spoke Arabic with the teachers, this decreased the work load involved in this part of the research. The researcher designed the interview questions in order to receive answers to the research questions from the individual interviews and to be able to investigate teacher perceptions towards each item. The researcher piloted the teacher interview study in order to see the relevance of the questionnaires for the main study (See section 3.6.2 Relevancy of pilot study in the interviews). The researcher also revised the questionnaires several times with his supervisors and colleagues to make the interview questions clear and consistent. The purpose of doing all these things was to make the data from the interviews with teachers reliable and valid.

3.5.3.3 Parents

The researcher held semi-structured interviews with six parents to ascertain their expectations and perspectives about their children's schools and their children's teachers. Silverman (2006a; 2006b) and Denzin and Lincoln (2003) say that one characteristic of qualitative research is that it enables a study of a problem and ascertaining solutions to it through listening to people's needs and expectations and becoming aware of their life experiences. As described in section 3.1.4 (Participants; Parents), the purpose of sampling was to provide representative views about the English language teaching provided to their children and the English language learning undertaken by the children. With the permission of the participants, all parent interviews were recorded. In addition, parents were asked whether they were educated within Saudi Arabia or in an English-

speaking country, to ascertain their level of English competence and the likelihood that they would have positive views about studying English.

For cultural reasons, because the researcher is a male, all parents were fathers. Interviews took approximately 45 minutes. For example, parent interviewees were asked "Do you think it is important that your child be motivated to learn English? If so, why?" (See Appendix G). As in other interviews (sections 3.5.3.1 and 3.5.3.2) the researcher managed the interviews with parents and kept them focused on the research questions. It was clear to the researcher that in the Arab culture, people prefer to be oral, so all parents preferred to communicate verbally rather than in writing. Parent interviews gave rise to the same disadvantages as those that occurred with interviews with learners and teachers. One of the disadvantages of the parent interviews is that it was time-consuming because every interview with the each parent took approximately 45 minutes. Issues of confidentiality also arose. The researcher spent much time explaining to parents that they needed to have no fears because of the recording of the interviews. One example is that parents thought that the researcher might disclose the interview recordings to others. The researcher assured them that their information is highly confidential and that these interviews are only for research purposes with the aim of improving English language education in Saudi Arabia.

Because the researcher used Arabic language questions and spoke Arabic with the parents, this decreased the work-load involved in this part of the research. The researcher piloted the study in order to see the relevancy of the questionnaires for the main study (See section 3.6.2 Relevancy of pilot study in the interviews). The researcher also revised the questionnaires several times with his supervisors and his colleagues in order to avoid unclear meanings and to make the interview questions clear and consistent. The purpose of doing all these things was to make sure the research is insightful, reliable and consistent by asking parents the same questions in the interviews.

3.5.4 Focus group interviews with learners

Krueger and Casey (2000) define a focus group as a discussion within a group of people initiated by the researcher to obtain detailed knowledge and perceptions on a specific topic in a secure environment. A focus group provides responses to open-ended questions and produces narrative data in a friendly, non-threatening environment where

the researcher can ask questions about issues relevant to the research. Teddlie and Tashakkori (2009) state that a focus group discussion can involve a variety of issues about specific problems and that it can contain semi-structured questions to generate conversations that elicit comprehensive responses to the questions.

Focus groups are widely used in qualitative research (Creswell, 2008; Dornyei, 2007; Punch, 2009). The environment of a focus group enables participants to discuss specific issues and to be challenged about their opinions by members of the group. Dornyei (2007) and Krueger (1994) say that the interaction of members of a focus group can lead to high quality discussion, high quality information and in depth discussion about issues. Creswell (2008) supports the idea that some of the advantages of a focus group are that it enables participants to discuss issues regarding the topic, it allows participants to respond to the topic in a group rather than individually and it provides the researcher with greater information, especially when all participants agree on some issues and participate as a group effectively. In this study, an advantage of using a focus group is that some participants may feel embarrassed about responding in an individual interview, but when they participate in a group they will often speak more freely. A further advantage of using a focus group is that the researcher can collect information immediately (Creswell, 2008).

The researcher asked questions such as "What do you think are the biggest difficulties preventing you from successful English language learning?" The questions addressed a wide range of motivational factors and motivational strategies as a way of obtaining information from participants about problems concerning motivation and issues concerning English language learning and teaching. In this research, a variety of instruments were used to create optimal opportunities to collect data. Optimal opportunities were also created for the participants in the focus group to respond flexibly and freely. For example, the researcher conducted surveys, interviews (one on one) and a focus group interview in order to collect required data and to maintain high level of confidentiality.

Despite the advantages of using a focus group interview there are some disadvantages. Creswell (2008) states that one of the potential weaknesses of using a focus group is that if there are too many participants in the focus group, the researcher may have difficulty taking notes and being able to control the group. To overcome difficulties

during focus group interviews, it is useful to know the names of participants. The researcher needs either assistants who can take detailed notes, or technology to ensure there are recordings and transcripts of the discussion. Another potential disadvantage of using a focus group is that some participants may exert control over the discussion, talk too much and lead the discussion with the result that the discussion can be confused or only reflect the views of the dominant personality. To minimise this potential danger in this study, the researcher actively managed the focus group sessions and made sure that all participants had the opportunity to express their views. For example, the researcher told learners that everyone should participate in the discussion. The researcher also encouraged learners to talk and to give a chance to other learners to participate in the discussions.

The researcher conducted a focus group interview with 12 learners. Although Creswell (2008) noted that the ideal number of participants is between 4 and 6, Teddlie and Tashakkori (2009) have expressed the view that the optimum focus group size is between 5 and 10 participants. While noting the differing views of Creswell (2008) and Teddlie and Tashakkori (2009), the researcher used a focus group consisting of 12 (n=12) learners (Figure 3.2). The number of participants selected provided a sample of sufficient size to enable the researcher to analyse learner perceptions about motivational factors that encourage them to learn English. In addition, because the researcher has experience as an English language teacher, he is confident of his ability to manage a group of 12 learners.

The researcher asked open-ended questions about the English language learning problems of focus group members and about teaching and learning strategies that encouraged them. The researcher did not ask questions such as whether or not learners approved of specific teaching motivational strategies. The researcher asked learners to describe any methods used by their teachers that they felt motivated them. For example, the learners in the focus group were asked to discuss the questions "What do you think about your school environment? Do you believe that your school environment encourages you to learn English? Explain please." and "Do you believe that Saudi Arabian society encourages the learning of English?"

As with the other interviews with learners, teachers and parents, the researcher administered the focus group with learners and focused the discussion on the research

questions. There were some disadvantages arising out of the focus group interviews. Sometimes it is difficult to discourage some learners from speaking more often than others. To counter this, the researcher maintained a balanced discussion that permitted all learners to speak and express their perceptions. The researcher specifically requested all learners that everyone should participate in the discussion and made sure that all learners had a chance to participate in the discussion.

Because the researcher used Arabic language questions and spoke Arabic with the learners, this decreased the work load involved in this part of the research. The researcher designed the interview questions in order to answer the research questions, to have consistent information with focus group interviews and to be able to investigate their perceptions towards each item. The researcher piloted the questions, and revised the format and the questions many times with assistance from his supervisors and colleagues before the questionnaires were used in the main study. The purpose of doing all these things was to make the data from the focus group interviews with learners reliable, consistent and valid.

Table 3.1 shows that the researcher used three instruments for collection of data - questionnaires, individual interviews and focus group interviews. These research instruments are described in detail in a separate section. Learners participated in all three research instruments used, while English language teachers and parents of English language learners participated only in individual interviews. Table 3.1 describes numbers of participants for each instrument used in the research study.

Table 3.1: Number of participants by instrument

Participants → Instruments ↓	Number of learners	Number of teachers	Number of parents of learners
Questionnaires	235	0	0
Individual interviews	6	6	6
Focus group interviews	12	0	0

3.6 Instrument development

This section mainly discusses the pilot study and how the researcher developed instruments such as the questionnaire and the interview processes with research participants to facilitate the research study. It also briefly discusses the literature relevant to developing the research instruments and deciding how those instruments could be used in the main study.

3.6.1 Pilot study

Before administering the final version of the questionnaire for the main study, the researcher conducted a pilot study to ensure the content validity and the internal consistency of the questions in the questionnaire. Creswell (2008) spoke of the need for a pilot test of a questionnaire or interview survey and defined this as a process of improving the content of the questionnaire based on the feedback of a small number of respondents who volunteer to complete the survey. In this study, the researcher had received feedback from experts, all of whom work at the Flinders University. For example, the researcher received feedback from two language studies professors, one psychologist and two statisticians. All of them assisted the researcher with their expertise voluntarily. Following their suggestions, the questionnaire was revised before it was used in the pilot study. For example, based on the suggestions from one statistician, the Likert-scale was changed from five to six (See section 3.6.3 for more details). During the pilot study in Saudi Arabia, the researcher further sought feedback from the respondents but there were not any suggestions made by the respondents. At this preliminary stage, the researcher conducted a pilot study with 24 (n=24) Saudi Arabian male learners who were at level nine in order to test the questions. The 24 participants in the pilot study were selected from one intermediate public school in Jazan city. The researcher asked participants to identify unclear questions, ambiguous wording and unnecessary wording. The researcher also asked for general comments on the questionnaire (Dornyei & Taguchi, 2010). The purpose of the pilot study was to identify issues in the instruments and the procedures for the instruments. For example, the researcher was able to check the clarity of the questions, the time needed to complete the questionnaire and to identify any potential problems with the questionnaire administration.

3.6.2 Relevancy of pilot study in the interviews

In relation to interviews with learners, English language teachers and parents of learners, all learners, teachers and parents (100%) suggested that it was better to speak in Arabic to avoid any possible mistakes or disadvantages arising because they did not speak English as a first language (L1). It was suggested that participants would be more likely to speak freely if they were not worried about the possibility of making mistakes in English. Based on this suggestion, the researcher decided to translate all the interview questions from English to Arabic (see Appendices B, D, F, H for Arabic translation). The original questionnaire was prepared in Arabic and the researcher then translated it into English. The researcher sought assistance with the translation task from two Saudi Arabian university colleagues who were highly conversant in both the Arabic and English languages. Those colleagues provided feedback on the accuracy of the researcher's translation of the questionnaire from Arabic into English and on the appropriateness of the wording and responses provided by the respondents. Then, the researcher checked the feedback to ensure the accuracy of both the original Arabic questionnaire and its English translation. The experts suggested that question number 1 in the section setting out personal information for interviewees should be omitted. That question previously asked for name, date of birth and nationality. Instead of this approach, respondents were permitted to avoid identifying themselves as a means of increasing their self-confidence about communicating with the researcher. This demographic information was generally known for the group given the sampling used. Experts also recommended allocating numbers to each interviewee (e.g interviewee no. 1) as well as revising and rewording some questions to keep them clear and simple. For example, instead of writing respondents names into the questionnaires, the researcher coded every participant's response with a unique number such as participant number 1 or participant number 2.

3.6.3 Relevancy of pilot study in the questionnaire

The questionnaire for the pilot study was originally based on a 5-point Likert scale starting from strongly disagree, disagree and undecided to agree and strongly agree. For example,

Strongly disagree (scale 1)	Disagree (scale 2)	Undecided (scale 3)	Agree (scale 4)	Strongly agree (scale 5)
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Based on expert judgments, this was changed to a 6-point Likert scale. The category of “undecided” was omitted and categories of “somewhat disagree” and “somewhat agree” were added. The 6-point Likert scale eventually used was:

Strongly disagree (scale 1)	Disagree (scale 2)	Somewhat disagree (scale 3)	Somewhat agree (scale 4)	Agree (scale 5)	Strongly agree (scale 6)
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The undecided option was omitted because the researcher wanted to ascertain participants' actual perceptions and to encourage participants to express their perceptions about motivational factors in writing rather than permit them the option of saying they were undecided about their future learning of English. Another suggestion from the experts highlighted that the total number of items originally envisaged exceeded 25 (original number of items was 38) and that some of them were irrelevant to the Saudi Arabian context and repetitious. Taking this irrelevancy into consideration the researcher finally developed a total of 25 revised items that were relevant to the Saudi Arabian context and took into account the feedback received from experts.

Table 3.2 presents the dependent variable, which is motivation to learn English language and independent variables, which are learners' perceptions of themselves and their learning, their teachers, their parents, their schools' context and Saudi Arabian context.

One recommendation from experts in the pilot study was to omit the item 17. It originally read "My parents attempt to assist me with English". This was seen as unclear in its meaning and respondents in the pilot study suggested changing this item to "My parents help me in learning English". This was done following the procedures of administration. In light of feedback from participants in the pilot test, the researcher finalised the Arabic version of the questionnaire. In the pilot study, the questionnaire was administered by the researcher to the learners to ensure all questionnaires were completed by the participants. A copy of the English language version of the questionnaire is in Appendix A.

Table 3.2 Variables, items on survey and research question used in the pilot study

Variable Name	Items on survey	Research question
Dependent variable 1: Motivation to learn English language		Descriptive research question 1: What are the perceptions of learners in relation to factors that motivate them in their learning?
Independent variable 1: Learner perceptions of themselves and their learning motivation	(Items 1-11)*	The same above question
Independent variable 2: Learner perceptions of their teachers and their teaching motivation	(Items 12-16)*	The same above question
Independent variable 3: Learner perceptions of their parents' motivation	(Items 17-19)*	The same above question
Independent variable 4: Learner perceptions of their school context regarding motivation	(items 20-22)*	The same above question
Independent variable 5: Learner perceptions of the Saudi Arabian context regarding motivation	(Items 23-25)*	The same above question

*Items are given in Table 3.3, pp.98-99

Table 3.3 describes each item of the final version of the pilot survey questionnaire that was administered to Saudi Arabian learners. In this table, the researcher shows the theoretical underpinning of all items, except items 20, 21, 22 & 24, which were contributed directly by the researcher to the development of this research study's theoretical framework.

Table 3.3 Item by item description of the final version of the questionnaire used in the pilot study

Item number	Item	Variable measured by that item	Source of item
1	I believe that English language classes should be increased in Saudi Arabian schools.	Learners' desire to learn English	AlMaiman, 2005; Alabbad, 2009
2	I should spend more time and effort in learning English.	Learners' attitudes towards learning English	Alabbad, 2009
3	I am happy with the teaching method of the course.	Learners' attitudes towards current teaching methods	Alabbad, 2009
4	During English classes, I would like to have more Arabic spoken than English.	Learners' desire to learn English	Alabbad, 2009
5	Studying English is important because it will be useful in getting a good job.	Extrinsic or instrumental motivation	Al-Bassam, 1987; Makrami, 2010
6	Activities in this class should be designed to help the students improve their abilities to communicate in English.	Motivational strategies strength	Oxford, 1996
7	I prefer that there were better assessment methods (e.g. portfolio, collaborative projects, assignments, self-learning tasks, etc.) other than the current traditional paper-based tests.	Assessment	Alabbad, 2009
8	English is very helpful for communicating with foreign labourers working now in Saudi Arabia.	Extrinsic or instrumental motivation	AlMaiman, 2005
9	I am satisfied with the text books I used.	Satisfaction	Al-Bassam, 1987
10	Students in English class should let the teacher know why they are studying English so that the lessons can be made relevant to their goals.	Motivational strategies strength	Oxford, 1996
11	I am afraid other students will laugh at me when I speak English.	English class anxiety	Oxford, 1996
12	The current methodology in teaching English has had no impact on my attitude toward English learning or on my performance in English.	Teaching methodology	Alabbad, 2009
13	Teachers should show a good example by being committed and motivated.	Proper teachers' behaviour	Dornyei & Csizer, 1998

14	Beside the grades, teachers should give the learners other rewards.	Rewards	Dornyei & Csizer, 1998
15	Teachers teach students learning strategies.	Promote learners' self-confidence	Cheng & Dornyei, 2007
16	My English teacher uses a dynamic and interesting teaching style.	Teaching methodology	Makrami, 2010
17	My parents help me in learning English.	Parental encouragement	Gardner, 1985
18	My parents encourage me to study English.	Parental encouragement	Gardner, 1985; Al-Bassam, 1987; AlMaiman, 2005
19	My parents think that there are more important things to study in school than English.	Parental encouragement	Al-Bassam, 1987
20	My school atmosphere is an encouraging context to learn English.	School encouragement	New item
21	I think that I would get better results if there were computers for learning English in my school.	School encouragement and computer as a new technology	New item
22	My school systems helps low-level students to learn English (e.g. join English club at school).	School encouragement	New item
23	English language course materials for students must deal with topics related to Saudi Arabian culture and context.	Society encouragement	Aldosari, 1992
24	I believe that Saudi Arabian context is an encouraging for learning English.	Society encouragement	New item
25	English is an international language for communication, and I may use it in my travel abroad or for the internet.	Society encouragement	AlMaiman, 2005

As can be seen, the items are firmly embedded in the literature that is widely used in the topic area. Therefore, the use of the above items is supported by relevant research conducted in this area.

3.6.4 Method of the pilot study

To ensure reliability and validity, the researcher utilised mixed-method data collection. This enabled the researcher to obtain a better understanding of the nature of English language learners' motivation in the Saudi Arabian context. The researcher also

explored a wide number of motivational factors and examined how each motivational factor influenced other motivational factors. This enabled the researcher to propose research problems/questions, which have been outlined in section 2.3.2 and also shown in Figure 2.2.

3.6.4.1 Participants, sampling procedures and sample size determination in the pilot study

To collect the data, the learners in the pilot study were requested to complete questionnaires. All learner participants were volunteers living in Saudi Arabia attending Saudi Arabian public schools. They shared the same L1 (Arabic) and culture (Saudi Arabia). Participant learners were aged between 14-15 years of age. Culturally, the members of the sample were homogenous and all of them were males. The selection process of the 24 participants in the pilot study involved the researcher requesting the English language teacher of one public school in Jazan city to grade all of his learners in the three categories of high, medium and low achievers in English language learning. Learners with marks of 85 or above are considered to be high achievers in English; marks from 75 to less than 85 are considered to indicate medium achievers of English and the third category of low achievers consists of those with marks of 65 to less than 75. This particular school was selected for the pilot study because the school principal had indicated a willingness to provide the necessary assistance to conducting the pilot study.

The researcher purposively selected eight learners from each group of learners with the assistance of English language teacher from the pilot study school, namely "Alrawadah Intermediate Public School". This sampling process was adopted to ensure that each type of learner was appropriately represented in the sample. The total sample size for the pilot study was $n = 24$. There were two Year 9 classes in the pilot study school with approximately 25 learners enrolled in each class. For the purposes of the pilot study, a sample of eight high, eight medium and eight low English language learners was seen as representative of the total population sample. The questionnaires were intended to generate data from 25 closed-ended questions that could be analysed quantitatively and five open-ended questions from which qualitative data could be obtained. Changes to the pilot study questionnaire were the result of continuous revision in light of the input from research supervisors, assistants and colleagues.

3.6.5 Research design in the pilot study

3.6.5.1 Questionnaire

As for the main study, the pilot study consisted of a structured questionnaire with two parts of closed-ended and open-ended questions. The first part consisted of 25 closed-ended questions based on a 6-point Likert Scale, each question with six possible answers ranging from one (strongly disagree) to six (Strongly agree). The questionnaire was designed to measure the level of importance of motivational factors.

The second part of the questionnaire consisted of an additional five open-ended questions seeking to measure learners' perceptions of the effectiveness of various motivational factors and motivational strategies in their learning processes (See Appendix A).

3.6.5.2 Procedures for the questionnaire in the pilot study

As respondents of this study are L1 Arabic speakers, as mentioned earlier, the standard procedures of translation process from English to Arabic and vice versa for formulation of the questionnaire and analysis of the data was followed to avoid any misunderstanding of the questions and measurement error due to translation, as outlined in section 3.6.2. Appropriate administrative approvals from Ministry of Education were obtained by the researcher before the pilot survey began. Questionnaires were administered to learners during 20 minute periods with the class English language teacher present. During administration, the researcher responded to any other questions asked by the respondents. At the end of the pilot study session, the researcher collected all papers from learners' tables and thanked them and their teacher for his assistance in this study. The researcher also took suitable steps to maintain an easy, comfortable and secure classroom environment. For example, the researcher introduced himself to the respondents as a Saudi Arabian national, spoke to them in Arabic in a frank manner, and told them that this survey was only for research purposes. Also, the researcher tried to encourage learners to write their perceptions frankly as well as to motivate them to ask about any difficulties that faced them when they answered the pilot study questions. The researcher was very happy to listen to them as well as assuring them that their answers would be kept confidential. The researcher also thanked them for providing their perceptions and cooperation in this study. The questionnaire contained a total of 30 questions and was administered by the researcher in order to complete the survey by the participants.

3.6.6 Data analysis in the pilot study

This study employs both quantitative and qualitative analysis. As mentioned earlier, the questionnaire had closed-ended and open-ended questions. Closed-ended questions were used for quantitative analysis while open ended questions were used for qualitative analysis. The researcher used SPSS version 19 that has been designed for quantitative analysis to analyse the perceptions of learners towards motivational factors that influence them in their learning of English. Findings of the quantitative analysis are summarised in a table (Appendix BB) and are interpreted based on empirical results obtained from learners' perceptions towards motivational factors that influence them in learning English.

Qualitative analysis was conducted using the responses of the participants to open-ended questions. The researcher employed the method of thematic analysis to encode the data and use this generated data to obtain important themes. In this research, the researcher followed the thematic analytical approach suggested by Grbich (1999) and Braun and Clark (2006). Following this approach, the researcher familiarised himself with the data on motivational factors, he generated initial codes for all those data, then he searched for themes, reviewed them and finally refined all of the themes that are relevant to his study. However, the researcher deleted all irrelevant data that were not related to the research questions. The same procedures were also followed in the main study as described in section 3.8 Data analysis.

3.6.6.1 Results of the pilot study

Results of the questionnaires and participants' responses were analysed quantitatively using descriptive statistics such as frequency and percentage. Based on the overall results from the pilot study in relation to the perceptions of learners about their motivation to learn English, learners were more extrinsically motivated to learn English as shown in item 5 ($M= 5.79$, $SD= .509$) and in item 8 ($M= 5.58$, $SD= .654$) (see Appendix BB). Learners who have intrinsic motivation are shown in item 2 ($M= 5.29$, $SD= .806$). Extrinsic motivation is more important for learners than intrinsic motivation - especially in the EFL context. Despite this, for the EFL learners there needs to be a continuum of intrinsic and extrinsic motivation to encourage learners to learn English (Al-Bassam, 1987; Brown, 2007b).

In addition, based on the overall results from the pilot study regarding learner perceptions of their teachers, learners are more extrinsically motivated to learn English as shown in item 13 ($M= 5.58$, $SD= .929$) (see Appendix BB). Also, based on the pilot study regarding learners' perceptions of parental motivation, learners are more extrinsically motivated to learn English as shown in item 18 ($M= 5.13$, $SD= 1.393$) (see Appendix BB). Furthermore, based on the overall results from the pilot study regarding learners' perceptions of the impact of the school on their motivation, learners are more extrinsically motivated to learn English as shown in item 21 ($M= 5.54$, $SD= .977$) (see Appendix BB). Finally, based on the overall results from the pilot study regarding learners' perceptions of the impact of Saudi Arabian society on motivation, learners are more extrinsically motivated to learn English as shown in item 25 ($M= 5.71$, $SD= .464$) (see Appendix BB). Therefore, extrinsic motivation for learners is more important than intrinsic motivation in the EFL context. There should however, be a continuum of intrinsic and extrinsic motivation to encourage learners to learn English (Al-Bassam, 1987; Brown, 2007b).

3.6.7 Conclusion of pilot study

After the researcher conducted the pilot study with the 24 participants who were year 9 English language learners attending intermediate public school in Jazan city, learners were clear about the questionnaires in both closed-ended and open-ended questions. Since there were no problems found in the pilot questionnaires, then the researcher conducted the main study. The objectives of the pilot study were to investigate the learners' perception about various motivational factors that influenced them to learn English. These motivational factors were learners' perceptions towards themselves, their teachers, their parents, their school and Saudi Arabian Society. Having now completed the pilot of the instruments and procedures, the researcher was able to proceed with confidence with the main study.

3.7 Procedures used in the questionnaires and individual interviews

As an initial step, the researcher obtained permission from the Ministry of Education (Jazan branch) to conduct research in intermediate schools in Jazan city. This was done by means of an initial telephone conversation followed up by personal interviews with appropriate Ministry officials. During this process, a full explanation of the research was given and a written request made for the assistance of relevant personnel in the

Ministry. Prior to that, an ethics approval (project No. 5298, date 11.8.2011) was obtained by the researcher from Flinders University to conduct the research study in Saudi Arabia (Appendix I).

Having obtained written approval from the Ministry of Education, the researcher contacted the English language supervisor in the Ministry of Education (Jazan branch) to provide the supervisor with necessary information and to obtain access to the schools. English language supervisors work within the Ministry of Education and they are responsible, in addition to the principals of the individual schools, for the supervision of English language teachers in all schools in Jazan city. English language supervisors and the principals of individual schools make regular formal reports evaluating the teaching skills of English language teachers. Advice was obtained from English language supervisors regarding the names and contact details for relevant school principals and a request was made for the assistance of the Ministry of Education in encouraging schools, teachers, learners and parents of learners to take part in the research. The Ministry of Education in Jazan city was asked to contact the schools, advise them about the research and encourage schools to give assistance to the researcher. The researcher adopted a similar process in relation to school principals, teachers, learners and parents of learners, explaining the research and seeking permission for and assistance in the conduct of the research.

3.7.1 Questionnaire

The researcher sought the assistance of the Saudi Arabian Ministry of Education and the English language supervisors in the distribution of the final Arabic version of the questionnaire to the selected schools in Jazan city. The researcher also made direct contact with English language teachers and the principals of the schools and asked for their assistance. Once the questionnaire was completed by the English language learners in the presence of the researcher, the questionnaire responses were translated by the researcher from Arabic into English. The researcher again sought the assistance of the English language teacher colleagues to check the validity of his translation of the Arabic responses into English.

Once classes had been identified as suitable for participation in the questionnaire process, a written document was provided for distribution by English language teachers to the parents of English language learners. This document sought written permission

from parents for their children to take part in the research process, permission for learners to volunteer to complete the questionnaire, permission for their children to volunteer for individual interviews and permission for their children to volunteer to participate in the focus group interviews. The document also asked parents to indicate if they were willing to take part in individual interviews with the researcher. If parents did not give permission for the children to be involved in the research, the researcher excluded those children from the research. The names of parents who were willing to take part in the individual interviews were recorded for later reference in relation to parent interviews. This was done with consent from those parents.

With the assistance of English language teachers in the schools, the researcher administered the questionnaires to Year 9 learners in eight intermediate public schools. The researcher explained to participants that after they had finished the questionnaire, he would seek volunteers for individual interviews at a mutually convenient time. Participants were asked to register their details to enable the researcher to contact them. The researcher thanked each participant for taking part in the research study.

In addition, the researcher gave relevant instruction for learners in the questionnaires. For example, the researcher told learners to answer frankly and that their answers would be kept confidential for the purpose of research and improving the quality of teaching and learning of English. The researcher told the learners that the questionnaire has nothing to do with their class performance or marks. The researcher also told the learners that they must give true answers from their hearts, honest and do not make up answers or responses (be truthful). The researcher followed the same instructions for individual interviews with learners and focus group interviews with learners.

Questionnaires were administered to learners during 20 minute periods with the class English language teacher present. If participants needed assistance understanding questions, the researcher provided the necessary clarification during the survey. At the end of the questionnaire session, the researcher collected all papers from learners' tables and thanked them and their teacher for his assistance in this study.

3.7.2 Individual interviews

This section mainly discusses the various interview procedures that were followed in order to interview different participants such as learners, teachers and parents of

children as a part of this research study. It also discusses briefly the process of translation and transcription of the interviews in this study.

3.7.2.1 Learners

Six learner interview participants were selected from those English language learners who had volunteered to participate in the 12 member focus group interviews. Interviews took place in venues such as English language clubs or other comfortable school locations. The interviews were conducted in a semi-structured form. The researcher attempted to build rapport with the interviewees. Interviews lasted approximately 45 minutes.

The researcher sought the perceptions and experiences of the interviewees about their English language learning and about the teaching methods used by their English language teachers. The researcher also sought their perceptions about factors that were important in encouraging them in their English language classes and the factors that the learners regarded as being of the most significance to them.

The researcher made an audio recording and a transcript of each individual interview. The original of the transcript was prepared in Arabic and the researcher then translated the transcript into English. The researcher sought assistance with the translation task from two Saudi Arabian university colleagues who were highly conversant in both the Arabic and English languages. Those colleagues independently provided feedback on the accuracy of the researcher's translation of interviews with learners from Arabic into English and on the appropriateness of the wording and responses provided by Saudi Arabian English language learners. The researcher checked the feedback independently to ensure the accuracy of both the original Arabic transcript and the English translation of the Arabic transcript. Furthermore, the researcher had the benefit of assistance from his two university colleagues in Saudi Arabia to independently cross check the validity of the translations and to assist with development of themes. This process was adopted to ensure the validity and reliability of the research. Permission was obtained from all interviewees for the recording of the interviews.

3.7.2.2 Teachers

All six English language teacher interviews were conducted with volunteers who were teachers of learners who took part in individual interviews (Figure 3.3). Interviews took

place at venues and times that were mutually convenient to the English language teachers and to the researcher. Interviews took approximately 45 minutes.

The interviews with English language teachers took place in Arabic. The researcher asked the English language teachers about their experiences in teaching English to Saudi Arabian learners. Teachers were asked about the motivational strategies that were most successful for their learners and about the factors that were most influential for their learners either positively or negatively as outlined in Appendix E (Interview questions guide for teachers). Teachers were to describe the strategies they most enjoyed using.

The researcher obtained permission from the teachers to make an audio recording of the interviews and a transcript of the interviews was prepared. The original of the transcript was prepared in Arabic if the interview was conducted in Arabic and the researcher then translated the transcript into English. Once again, the researcher sought assistance from his Saudi Arabian university colleagues who were highly conversant in the Arabic and English languages. Those colleagues provided feedback independently on the researcher's translation of teacher interviews from Arabic into English and on the appropriateness of the wording and responses provided by Saudi Arabian English language teachers. Then, the researcher checked the feedback independently to ensure the accuracy of both the original Arabic transcript and the English translation of the Arabic transcript. This process was adopted to ensure the validity and reliability of the research questions. If the interview was conducted in English, the transcript was prepared only in English. In addition, the researcher gave some instruction for teachers. Some of these instructions were that teachers should give true answers from their hearts, honest and not make up answers or responses. Also, as mentioned earlier, the researcher assured teachers that their answers would be kept confidential for the purpose of research and improving the quality of teaching and learning of English. The researcher told the teachers that the purpose of this research study is to obtain data and it has nothing to do with their performance and careers.

3.7.2.3 Parents

The final stage of the research was the conduct of interviews with parents of learners. All parent interviews were conducted with parents of children with whom the researcher had conducted individual interviews. Interviews took place at venues and times that

were mutually convenient to parents of learners and to the researcher. Interviews took between 30-50 minutes. The researcher asked parents simple, semi-structured questions relevant to the research topic. The researcher asked parents for their perceptions about general issues such as obstacles that their children faced in learning English, what they believed to be the most important factors in helping their children to learn English and what they thought were the most significant factors in and out of school.

The parent interviews were conducted in Arabic because this was easier and reduced the risk of misunderstanding as the parents were all L1 Arabic speakers. Audio recordings of the interviews with parents were made and a transcript of interviews was prepared. The original of the transcript was prepared in Arabic and the researcher then translated the transcript into English. Once again, the researcher sought assistance from his Saudi Arabian university colleagues who provided feedback independently on the accuracy of the researcher's translation of parental interviews from Arabic into English and on the appropriateness of the wording and responses provided by Saudi Arabian parents. Then, the researcher checked the feedback to ensure the accuracy of both the original Arabic transcript and the English translation of the Arabic transcript. This process was adopted to ensure the validity and reliability of the research. In addition, the researcher gave relevant instruction for parents. Some of these instructions were that parents should give true answers from their hearts, honest and not make up answers or responses. Also, the researcher told parents that their answers would be kept confidential for the purpose of research and improving the quality of teaching and learning of English. The researcher told the parents that the purpose of this research study is to obtain data only and it has nothing to do with the performance of their children and quality of their studies at schools.

3.7.3 Focus group interviews with learners

The 12 learner members of the focus group were asked to express their perceptions on motivational factors. The purpose of the focus group interviews was to elicit positive and negative attitudes towards the teaching and learning of English. Participants were told that they had the right to leave the focus group interviews at any time. The researcher encouraged participants to talk freely and provided ample time to discuss the issues raised in the focus group. Focus group interviews took 45 minutes.

The researcher asked participants simple, semi-structured questions relevant to the research topic. The researcher asked participants for their perceptions about general issues such as obstacles facing Saudi Arabian English language learners and what they believed to be the most important motivational factors in learning English.

The focus group interviews session was conducted in Arabic because the L1 of the focus group participants was Arabic. An audio recording of the focus group interviews session was made and a transcript of the focus group interviews session prepared. The original of the transcript was prepared in Arabic and the researcher then translated the transcript into English. Once again, the researcher sought assistance from his Saudi Arabian university colleagues who provided feedback independently on the accuracy of the researcher's translation of the focus group interviews from Arabic into English and on the appropriateness of the wording and responses provided by the focus group members. Then, the researcher checked the feedback to ensure the accuracy of both the original Arabic transcript and the English translation of the Arabic transcript. This process was adopted to ensure the validity and reliability of the research. Permission was received from all focus group members for the audio recording. The same instructions for conducting individual interviews were followed with the focus group interviews.

3.8 Data analysis

The study design used in this research made use of a mixed-methods approach and the results are intended to provide numerical and non-numerical analysis. As a result, the researcher has analysed the results quantitatively and qualitatively. This approach is considered as convergent parallel mixed method design as proposed by Creswell (2014).

Figure 3.4 presents the extended diagram of how data were analysed quantitatively and qualitatively in accordance with the process of convergent parallel mixed methods design. It explains how both quantitative and qualitative data are used to compare or relate analyses or results in order to come up with appropriate interpretations in the research study. The purpose of the convergent analytical process was to ensure consistency, reliability and validity in understanding the data.

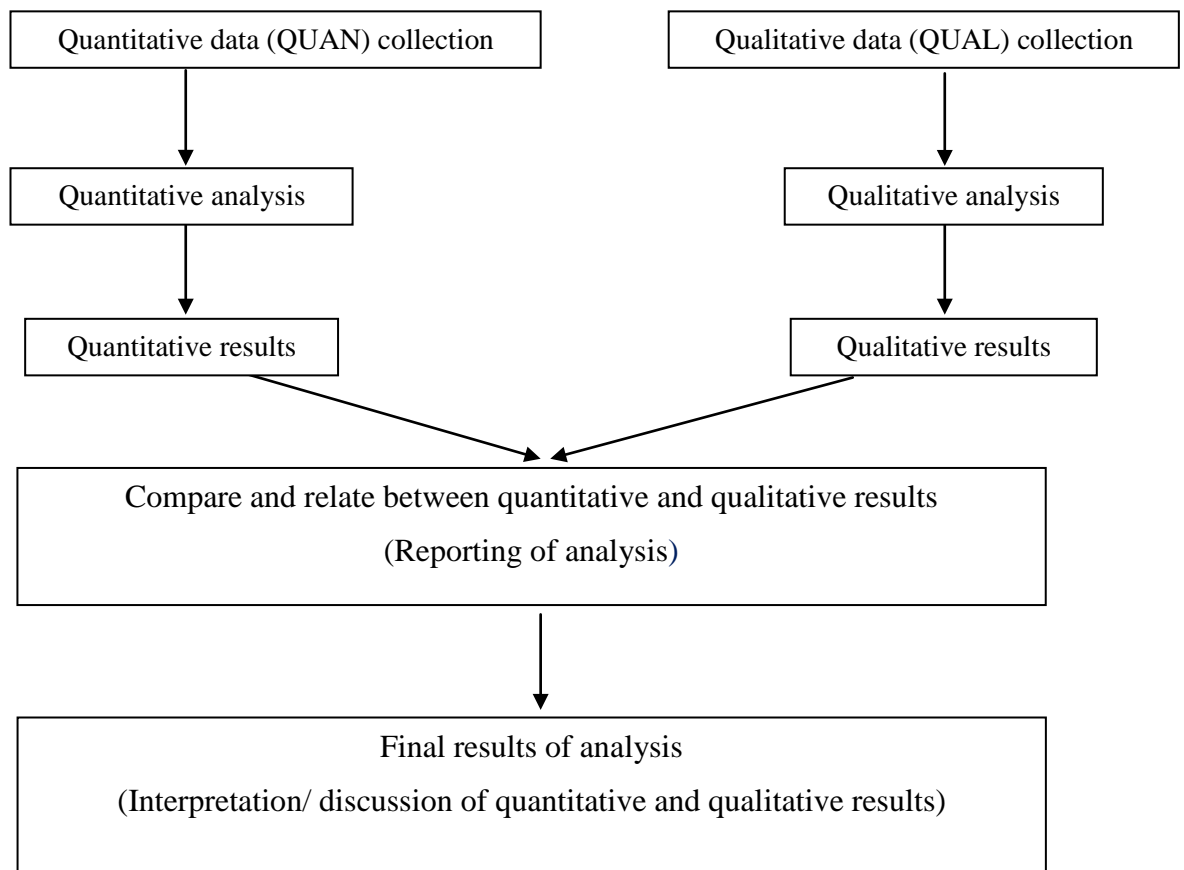


Figure 3.4: Extended diagram of convergent parallel mixed methods design

(Source: Adapted from Creswell (2014, p. 220)).

Because both quantitative and qualitative data analysis was used, the researcher employed SPSS version 19 for analysis of quantitative data, and thematic analysis for the qualitative data. Findings of the quantitative study are summarised in tables, figures, charts or line graphs (Chapter 4) and interpreted in light of the available study results. This descriptive analysis of data explains all dependent and independent variables in the research (Creswell, 2009). The researcher needs to clarify the means, standard deviation, and range of scores for these variables (Creswell, 2009, p. 152).

For the qualitative analysis, the researcher used thematic analysis to analyse content and explore motivational factors that were hinted at but not necessarily explicitly stated as a means to extract themes that are relevant to the research.

The first process of qualitative data analysis of the individual interviews and focus group interviews saw the transcribing of the tape recorded data. The final step saw the different kinds of motivational factors generated at the different levels rated into

percentages through the use of descriptive responses. All the results were tabulated to highlight the least important and the most important motivational factors.

Qualitative analysis was also conducted using the responses of the participants to the open-ended questions. The researcher employed the method of thematic analysis to encode the data and use this generated data to obtain important themes. For example, in this research, the researcher followed the thematic analytical approach suggested by Grbich (1999) and Braun and Clark (2006). Following this approach, the researcher familiarised himself with the data on motivational factors, he generated initial codes for all those data, then searched for themes, reviewed them and finally refined the themes that are relevant to his study. These themes were identified from the transcripts of interviews with learners, teachers and parents, as well as focus group interviews with learners. The researcher deleted all irrelevant data (such as negative attitudes of the teachers and inadequate perceptions of learners and parents) that were not related to the research questions. Table 5.1 (p.129) provides more information about different themes of motivating learning process and teaching practice discussed by learners, English language teachers and parents that emerged from the data. The researcher became familiar with the data by listening many times to audio-taped interviews and reading interview transcripts in depth. After the researcher generated the initial codes of the raw data about motivation in order to evaluate it in the study, similar codes were classified into subthemes within the theme to which they belonged. In addition, the researcher reviewed the themes carefully and refined them in the light of the analysis to generate the final themes (Table 5.1).

In order to rank the factors that influence learners in their learning of English, the researcher asked each interviewee to rank learners, teachers, parents, the school and the Saudi Arabian context in an order that reflects their perceived level of influence on learning. The highest ranked factor was given five points, four points for the second highest, three points for the third highest, two points for the next one and the lowest factor received one point only. Summation of the points given to each factor by all six learners allowed ranking of the learner perceptions of the importance of each factor, and similarly with the six parents and six teachers interviewed (section 6.5.2).

The researcher analysed data provided by each participant through the interview process and cross checked it with the responses provided by the teachers and learners and

between learners and teachers. The researcher took care to comply with this recommendation. The researcher carefully considered the data in depth several times and took note of all responses and common themes that appeared to be relevant to the development of new strategies for motivating learners.

As stated earlier, the researcher used 'inter-rater' (Teddlie & Tashakkori, 2009, p.212) to cross check the reliability of the conclusions that he drew from the data generated by the research. The researcher had the benefit of assistance from his two university colleagues in Saudi Arabia to help cross check the validity of the conclusions he drew from the data. Creswell (2009, p.191) states that 'inter-coder agreement' (or cross-checking) is important in order to check and agree on the information and the accuracy of the qualitative findings. To ensure the reliability of the findings of the data, it is important to use 'inter-coder reliability' (Grbich, 2007, p.120). In this study, the researcher and his colleagues independently checked the themes for the accuracy and validity of the study. This was done by about 95% agreement between the researcher and his two Saudi Arabian colleagues on the coding of the data. However, there was no considerable disagreement found in the inter-rater reliability analysis in this study as the disagreement was due to the use some irrelevant words and grammar mistakes.

3.9 Conclusion

In this chapter, the researcher explains the methodology of the research study. The researcher also explains the collection of the data for the pilot study and for the main study by using the quantitative method (questionnaires) adapted from a number of other research studies (Alabbad, 2009; Al-Bassam, 1987; Aldosari, 1992; AlMaiman, 2005; Alrabai, 2009; Cheng & Dornyei, 2007; Dornyei & Csizer, 2010; Gardner, 1985; Makrami, 2010; Moskovsky & Gitsaki, 2011; Oxford, 1996) through use of qualitative data collection (interviews and focus group interviews). By using mixed methods research of convergent parallel design, the researcher hoped to answer the research questions regarding perceptions of learners, teachers, and parents of learners towards motivational factors that could potentially influence Saudi Arabian learners to study English as a foreign language.

4. Research results: Survey data

4.1 General introduction about quantitative and qualitative data

The results in this chapter and Chapter 5 fall into two main areas. The results in this chapter focus on the quantitative data, while Chapter 5 focuses on the qualitative data.

This chapter describes the statistical numeric data analysis process used to analyse the data. In the questionnaires, learners were asked about their perceptions concerning factors that influenced them in their English language learning (see Appendix A for more information). To conduct this research, 235 learners were asked to complete questionnaires. After collection and analysis of questionnaires, 12 out of the 235 learner questionnaires were found to be incomplete. These 12 incomplete questionnaires were excluded from this research, leaving a total of 223 questionnaires that formed part of the research study.

4.2 Results: The quantitative data

4.2.1 Introduction

As it has been mentioned earlier, this research analyses the statistical data derived from the questionnaires. The researcher discusses the perceptions of learners about factors that encourage male English language learners to learn English as a foreign language at intermediate schools in Jazan city in Saudi Arabia. Saudi Arabian English language learners are referred to as "SAELL" in this chapter.

4.2.2 Analysis of the quantitative data

In this research, the researcher has made use of the six-point Likert scale for each of the 25 items questionnaire. On this scale, 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree and 6= strongly agree. The researcher analyses the quantitative data by means of SPSS, version 19.0, to describe the statistical data and provide details of learner responses about factors that encourage them to learn English. This includes reporting of means, standard deviation, percentage and frequency of each item in the survey. The researcher tabulates the data and represents the data graphically to enable a clearer representation and easier analysis.

Research questions

The main question that this research has attempted to answer is:

- Are there differences between the perceptions of learners, teachers and parents of the motivational factors that influence English language learners of English as foreign language in Saudi Arabia?

To address this main question, the following **general questions** will be investigated:

- 1- What are the perceptions of learners in relation to factors that motivate them in their learning?
- 2- What are the perceptions of teachers in relation to factors that motivate learners in their learning?
- 3- What are the perceptions of parents in relation to factors that motivate their children in their learning?

Of the questions studied in this research, Question 1 is discussed and analysed within the framework of Tables 3.2 and 3.3 in Chapter 3 where dependent (motivation to learn English) and independent variables (learners' perceptions of themselves, their teachers, parents, schools and their Saudi Arabian society) are defined. Questions 2 and 3 are discussed in Chapter 5 within the context of an examination of the qualitative data. The analyses focus on the perceptions of learners, teachers and parents about the impact of various factors on motivation to learn English.

In the next section, the researcher presents the quantitative data based on learners' perceptions concerning their learning of English as shown by the relevant questions in the questionnaire. This research studies learners' perceptions of motivational factors including themselves (factor 1), their teachers (factor 2), their parents (factor 3), their schools (factor 4) and Saudi Arabian society (factor 5). These factors (learners themselves, teachers, parents, schools and Saudi Arabian society) are based on a qualitative theoretical view in the light of relevant literature (AlMaiman, 2005; Dornyei, 2001a; Gardner, 2001 a & b). As stated, the following factors relate to Question 1 "What are the perceptions of learners in relation to factors that motivate them in their learning?"

Factor 1: Learner perceptions of themselves and their learning motivation

In this section, the researcher presents the results of the quantitative data concerning learner perceptions of themselves and their learning motivation and its impact on their motivation to learn English as shown by the relevant questions in the questionnaire. The number in each category, the means and standard deviations for each question are set out in Table 4.1.

The data indicate that learners have varying views about their English learning and that they differ from each other in relation to motivational factors (Figure 4.1; Table 4.1). There is also a high percentage of support for the item "Studying English is important because it will be useful in getting a good job", as 68.6% (53 out of 223) of learners strongly agree with this item, showing a high level of extrinsic or instrumental motivation in learning English. However, there were some learners (1.3% or 3 out of 223) who strongly disagreed with this proposition. These learners appeared to be optimistic about obtaining employment in the public and private sectors (See Appendices Y, Z and AA for details of the frequency, percentage, means and standard deviations for all items above).

Table 4.1: Learner perceptions of themselves and their learning motivation

Items	Total number of respondents in each item												M	SD	Disagreement		Agreement	
	1		2		3		4		5		6				N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%						
1 I believe that English language classes should be increased in Saudi Arabian schools.	7	3.1	12	5.4	3	1.3	49	22	73	32.7	79	35.4	4.82	1.26	22	9.90	201	90
2 I should spend more time and effort in learning English.	1	0.4	6	2.7	9	4	41	18.4	69	30.9	97	43.5	5.07	1.05	16	7.20	207	92.80
3 I am happy with the teaching method of the course.	8	3.6	21	9.4	22	9.9	46	20.6	69	30.9	57	25.6	4.43	1.40	51	22.90	172	77
4 During English classes, I would like to have more Arabic spoken than English.	34	15.2	39	17.5	26	11.7	37	16.6	31	13.9	56	25.1	3.72	1.81	99	44.40	124	55.60
5 Studying English is important because it will be useful in getting a good job.	3	1.3	5	2.2	0	0	16	7.2	46	20.6	153	68.6	5.49	0.97	24	10.80	199	89.20
6 Activities in this class should be designed to help the students improve their abilities to communicate in English.	3	1.3	1	0.4	4	1.8	13	5.8	55	24.7	147	65.9	5.50	0.90	8	3.60	215	96.40
7 I prefer that there were better assessment methods (e.g. portfolio, collaborative projects, assignments, self-learning tasks, etc.) other than the current traditional paper-based tests.	29	13	28	12.6	14	6.3	40	17.9	51	22.9	61	27.4	4.07	1.75	71	31.80	152	68.20

8	English is very helpful for communicating with foreign labourers working now in Saudi Arabia.	3	1.3	1	0.4	4	1.8	15	6.7	53	23.8	147	65.9	5.49	0.91	8	3.60	215	96.40
9	I am satisfied with the text books I used.	9	4	19	8.5	17	7.6	67	30	77	34.5	34	15.2	4.28	1.29	45	20.20	178	79.80
10	Students in English class should let the teacher know why they are studying English so that the lessons can be made relevant to their goals.	1	0.4	6	2.7	10	4.5	37	16.6	87	39	82	36.8	5.01	1.02	17	7.60	206	92.40
11	I am afraid other students will laugh at me when I speak English.	106	47.5	33	14.8	15	6.7	18	8.1	19	8.5	32	14.3	2.58	1.90	154	69	69	31

Note 1 N= 223 (There is no missing value). Scale: 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree. *Note 2, to classify disagreement Scaling 1-3 have been added and to classify agreement scaling 4-6 have been added.* Below figure 4.1 provides a more robust account of the data spread.

Figure 4.1 summarises learners' perceptions of themselves and their learning motivation - Frequency of responses (items 1-11).

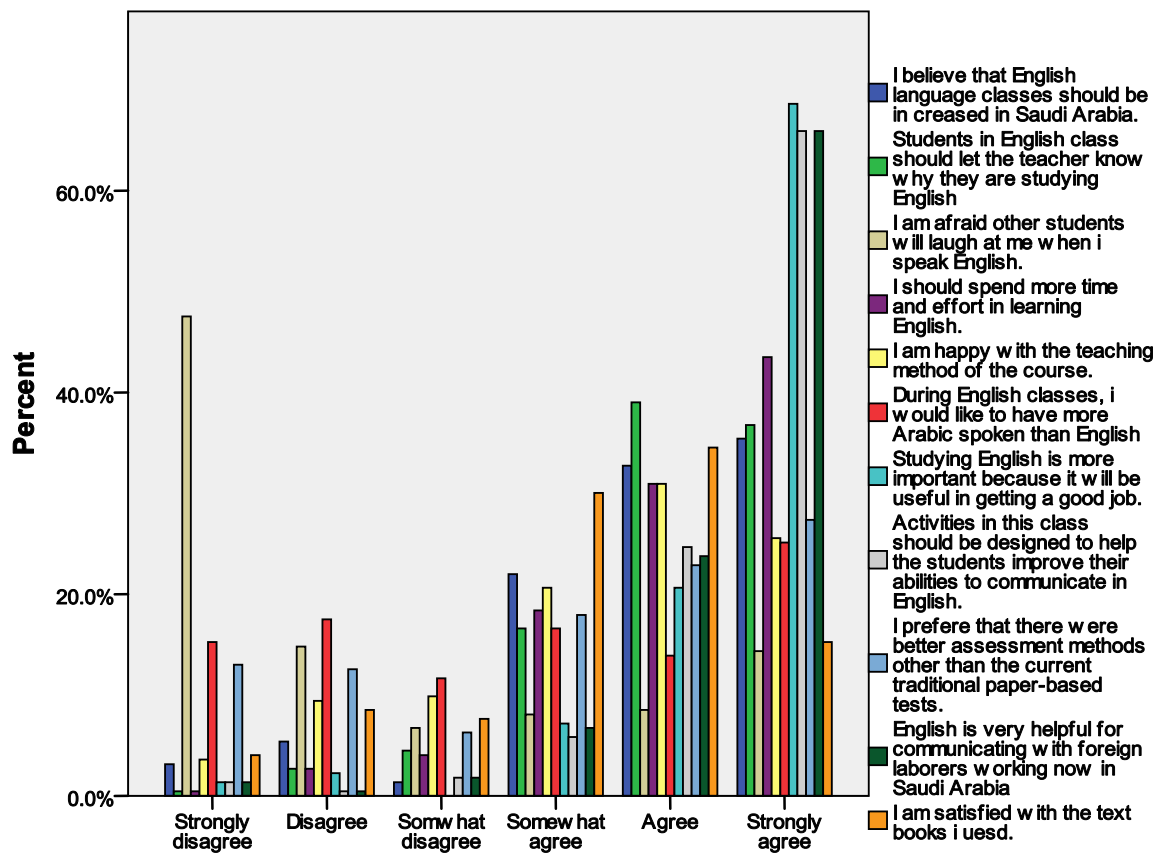


Figure 4.1: Learners' perceptions of themselves and their learning motivation - Frequency of responses

(N= 223, scale: 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree)

In the next section, the researcher presents the quantitative data concerning learner perceptions of the impact of the way they are taught English on their motivation to learn English as shown by the relevant questions in the questionnaire. As stated, the following factors relate to Question 1 "What are the perceptions of learners in relation to factors that motivate them in their learning?"

Factor 2: Learner perceptions of their teachers and their teaching motivation

The number in each category, the means and standard deviations for each question are set out in Table 4.2.

Table 4.2: Learner perceptions of their teachers and their teaching motivation

Items	Total number of respondents in each item												M	SD	Disagreement		Agreement		
	1		2		3		4		5		6				N	%	N	%	
	N	%	N	%	N	%	N	%	N	%	N	%			N	%	N	%	
12	The current methodology in teaching English has had no impact on my attitude toward English learning or on my performance in English.	26	11.7	25	11.2	20	9	32	14.3	69	30.9	51	22.9	4.10	1.68	71	31.80	152	68.20
13	Teachers should show a good example by being committed and motivated.	2	0.9	1	0.4	3	1.3	7	3.1	31	13.9	179	80.3	5.70	0.77	6	2.70	217	97.30
14	Beside the grades, teachers should give the learners other rewards.	8	3.6	2	20.9	6	2.7	18	8.1	74	33.2	115	51.6	5.21	1.15	16	7.20	207	92.80
15	Teachers teach students learning strategies.	27	12.1	27	12.1	12	5.4	29	13	66	29.6	62	27.8	4.19	1.74	66	29.60	157	70.40
16	My English teacher uses a dynamic and interesting teaching style.	19	8.5	22	9.9	18	8.1	36	16.1	48	21.5	80	35.9	4.40	1.66	59	26.50	164	73.50

Note 1 N= 223 (There is no missing value). Scale: 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree. *Note 2, to classify disagreement Scaling 1-3 have been added and to classify agreement scaling 4-6 have been added.* Below figure 4.1 provides a more robust account of the data spread.

Figure 4.2 summarises learner perceptions of their teachers and their teaching motivation - *Frequency of responses* (items 12-16).

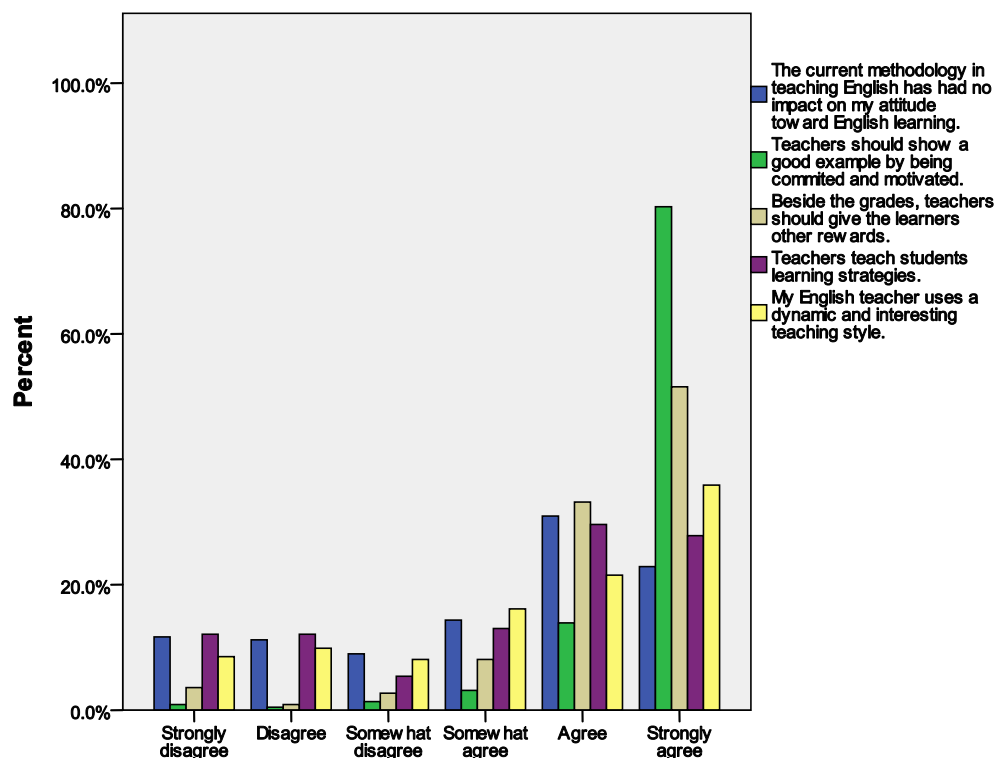


Figure 4.2: Learners' perceptions of their teachers and their teaching motivation - Frequency of responses

($N=223$, scale: 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree)

The empirical results indicate that 80.3% of learners (or 179 out of 223) strongly agree with the item "Teachers should show a good example by being committed and motivated". This indicates that learners believe that teachers of English should put in effort to help them enhance their learning and English language practice (Table 4.2; Figure 4.2). However, 0.9% of learners (2 out of 223) strongly disagreed, suggesting that they believe their teacher's motivation is not important to them. Thus, most learners hoped to see their teachers as motivational role models (See Appendices Y, Z and AA for details of the frequency, percentage, means and standard deviations for all of the items above).

In the next section, the researcher presents the quantitative data concerning learner perceptions of the impact of their parents on their motivation to learn English as shown by the relevant questions in the questionnaire. As mentioned earlier, the following

factors relate to Question 1 "What are the perceptions of learners in relation to factors that motivate them in their learning?"

Factor 3: Learner perceptions of parental motivations

The number in each category, the means and standard deviations for each question are set out in Table 4.3 (next page). Figure 4.3 summarises learner perceptions of parental motivation - *Frequency of responses* (items 17-19).

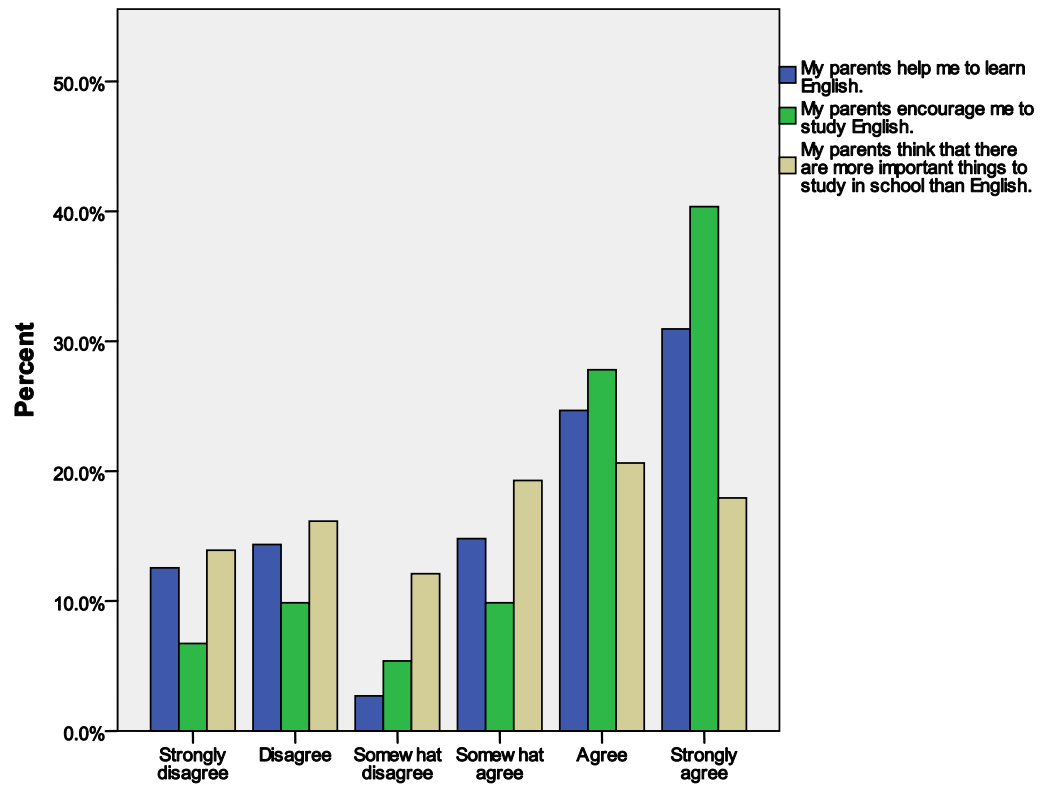


Figure 4.3: Learners' perceptions of parental motivation - Frequency of responses

($N=223$, scale: 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree)

Forty percent (90 of 223) of the learners strongly agree with the item "My parents encourage me to study English" (Table 4.3; Figure 4.3), and 78% (174 out of 223) agreed, the highest percentage of agreement of all items in the questionnaire. This indicates that learners receive great encouragement to learn English from their parents. On the other hand, 6.7% of learners (15 out of 223) strongly disagreed with this item, perhaps because their parents are not educated and do not see the importance of English. Therefore, most learners demonstrated that they feel encouraged by their parents (See Appendices Y, Z and AA for details of the frequency, percentage, means and standard deviations for all items above).

Table 4.3: Learner perceptions of parental motivations

Items	Total number of respondents in each item												M	SD	Disagreement		Agreement			
	1		2		3		4		5		6				N	%	N	%		
	N	%	N	%	N	%	N	%	N	%	N	%								
17	My parents help me in learning English.		28	12.6	32	14.3	6	2.7	33	14.8	55	24.7	69	30.9	4.17	1.79	66	29.60	157	70.40
18	My parents encourage me to study English.		15	6.7	22	9.9	12	5.4	22	9.9	62	27.8	90	40.4	4.63	1.60	49	22	174	78
19	My parents think that there are more important things to study in school than English.		31	13.9	36	16.1	27	12.1	43	19.3	46	20.6	40	17.9	3.70	1.69	94	42.20	129	57.80

Note 1 N= 223 (No missing value). Scale: 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree. Note 2, to classify disagreement Scaling 1-3 have been added and to classify agreement scaling 4-6 have been added. Below figure 4.3 provides a more robust account of the data spread.

Table 4.4: Learner perceptions of the school context and its effect on motivation

Items	Total number of respondents in each item												M	SD	Disagreement		Agreement			
	1		2		3		4		5		6				N	%	N	%		
	N	%	N	%	N	%	N	%	N	%	N	%								
20	My school atmosphere is an encouraging context to learn English.		62	27.8	44	19.7	24	10.8	28	12.6	44	19.7	21	9.4	3.05	1.76	130	58.30	93	41.70
21	I think that I would get better results if there are computers for learning English in my school.		3	1.3	7	3.1	7	3.1	22	9.9	41	18.4	143	66.1	5.33	1.12	17	7.60	206	92.40
22	My school systems helps low-level students to learn English (e.g. join English club at school).		52	23.3	23	10.3	7	3.1	21	9.4	52	23.3	68	30.5	3.91	2.00	82	36.80	141	63.20

Note 1 N= 223 (No missing value). Scale: 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree. Note 2, to classify disagreement Scaling 1-3 have been added and to classify agreement scaling 4-6 have been added. Below figure 4.4 provides a more robust account of the data spread.

In the next section, the researcher presents the quantitative data concerning learner perceptions in relation to the impact of their schools on their motivation to learn English as shown by the relevant questions in the questionnaire. As mentioned earlier, the following factors relate to Question 1 "What are the perceptions of learners in relation to factors that motivate them in their learning?"

Factor 4: Learner perceptions of the effect of school context on motivation

The number in each category, the means and standard deviations for each question are set out in Table 4.4 (previous page). Figure 4.4 summarises learner perceptions of the school context and its effect on motivation - *Frequency of responses* (items 20-22).

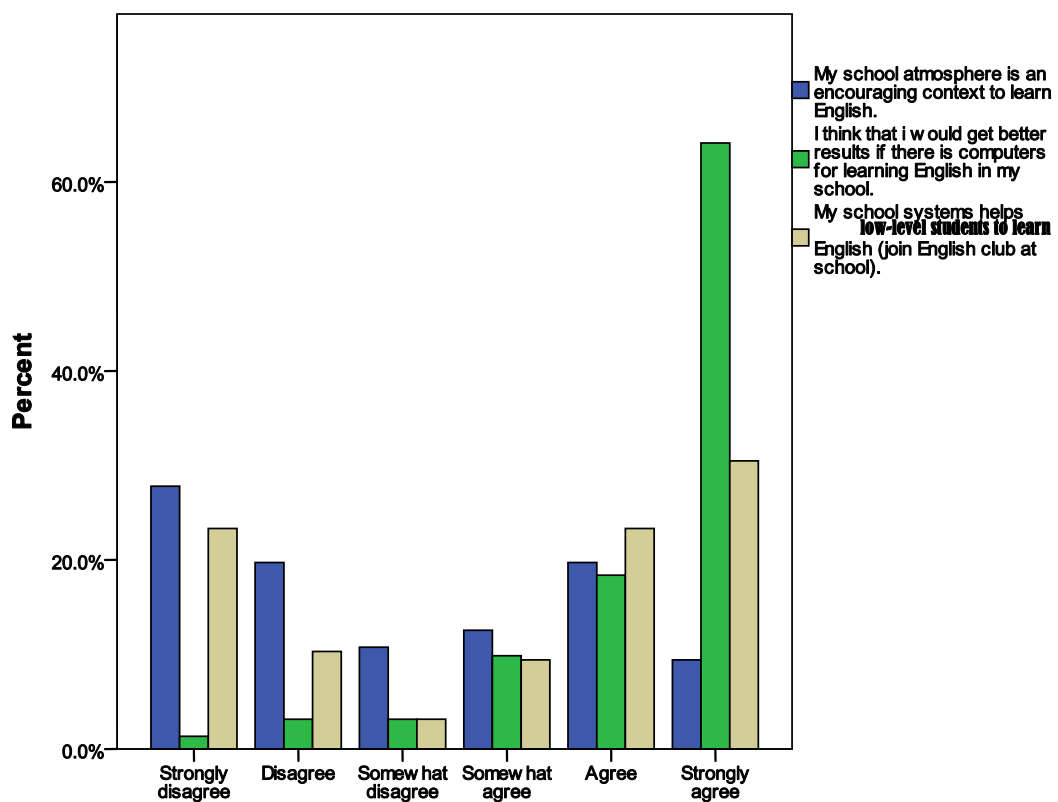


Figure 4.4: Learners' perceptions of the effect of school context on motivation - Frequency of responses

($N= 223$, scale: 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree)

The data indicate that computer labs should be encouraged and given an enhanced role, as 64.1% (or 143 of 223) learners supported the item "I think that I would get better results if there were computers for learning English in my school" (Table 4.4, Figure 4.4). However, a few learners strongly disagreed (1.3% or 3 out of 223) indicating that they did not believe computers at school would help them to learn English. We cannot

tell whether this is because they are unskilled in the use of computers or if they have sufficient computer access at home. Therefore, most learners feel that computers play a very important part in their English language learning (See Appendices Y, Z and AA for details of the frequency, percentage, means and standard deviations for all items above).

In the next section, the researcher presents the quantitative data concerning learner perceptions of the influence of Saudi Arabian society on their motivation to learn English as shown by the relevant questions in the questionnaire. As mentioned earlier, the following factors relate to Question 1 "What are the perceptions of learners in relation to factors that motivate them in their learning?"

Factor 5: Learner perceptions of the influence of the Saudi Arabian context on motivation

The number in each category, the means and standard deviations for each question are set out in Table 4.5 (next page). Table 4.5 summarises learners' perceptions of the Saudi Arabian context, regarding motivation - *Frequency of responses* (items 23-25).

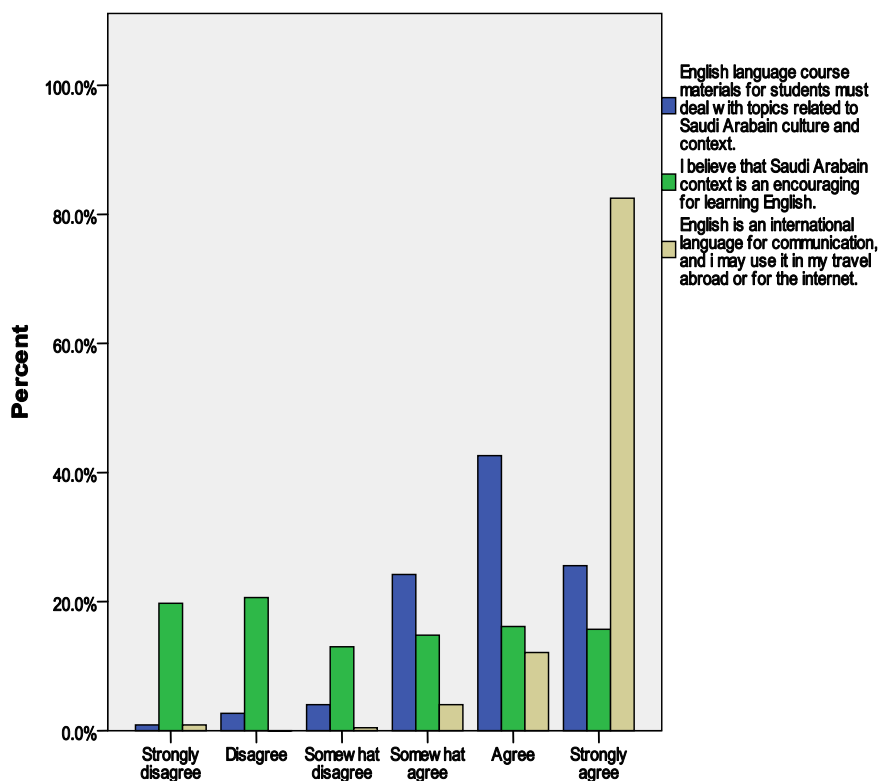


Figure 4.5: Learners' perceptions of the Saudi Arabian context, regarding motivation - Frequency of responses

($N = 223$, scale: 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = somewhat agree, 5 = agree, 6 = strongly agree)

Table 4.5: Learner perceptions of the influence of Saudi Arabian context on motivation

Items	Total number of respondents in each item												M	SD	Disagreement		Agreement		
	1		2		3		4		5		6				N	%	N	%	
	N	%	N	%	N	%	N	%	N	%	N	%							
23	English language course materials for students must deal with topics related to Saudi Arabian culture and context.	2	0.9	6	2.7	9	4	54	24.2	95	42.6	57	25.6	4.82	1.01	17	7.60	206	92.40
24	I believe that Saudi Arabian context is an encouraging for learning English.	44	19.7	46	20.6	29	13	33	14.8	36	16.1	35	15.7	3.34	1.76	119	53.40	104	46.60
25	English is an international language for communication, and I may use it in my travel abroad or for the internet.	2	0.9	0	0	1	0.4	9	4	27	12.1	184	82.5	5.74	0.69	12	5.40	211	94.60

Note 1 N= 223 (No missing value). Scale: 1= strongly disagree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5= agree, 6= strongly agree. *Note 2, to classify disagreement* Scaling 1-3 have been added and to classify agreement scaling 4-6 have been added. Below figure 4.5 provides a more robust account of the data spread.

Responses to item 25 "English is an international language for communication, and I may use it in my travel abroad or for the internet" demonstrate that 82.5% (or 184 out of 223) of the learners strongly agree that English language skill is needed all over the world, especially for travel and using the internet (Table 4.5). However, those learners who strongly disagreed (0.9% or 2 out of 223) perhaps lacked the financial means to travel abroad or merely lacked the desire to communicate in English. Therefore, most learners prefer to communicate in English inside and outside of Saudi Arabian context (See Appendices Y, Z and AA for details of the frequency, percentage, means and standard deviations for all items above).

4.3 Conclusion of learner perceptions data

The objectives of this study are to investigate the learner perceptions towards various motivational factors that influence them to learn English. These motivational factors are learners' perceptions towards themselves, teachers, parents, their school and Saudi Arabian society. This study found that the learners have extrinsic motivation in learning English, for example, both the possibility of getting a better job and of communicating with foreign workers coming to work in Saudi Arabia are strong positive motivational factors. The data also show that learners tend to be strongly influenced by teachers who are committed and motivated in the classroom. An additional factor influencing learners is whether or not their parents encourage them to study English. The school is another motivational factor, and learners are keen to learn English through computer based interfaces. Learners also prefer to learn the language by using technology rather than traditional teaching methods. Moreover, the Saudi Arabian context is a motivational factor that influences learners to learn English because they would like to use English for using internet and during international travels. Consequently, the results suggested that learners' motivation to learn English is usually influenced by factors that are of an extrinsic nature such as jobs, their teacher's commitment, the presence of computers in their school, the use of the internet in Saudi Arabian society and travel abroad and encouragement from their parents.

Interpretation of all other results will be discussed in Chapter 6. The following chapter presents the interview data.

5. Research results: Interview data

5.1 Introduction

The purpose of qualitative data is to validate, support, connect with quantitative data and see the relationship between the statistical and non-statistical information in relation to the perceptions of learners, teachers and parents regarding motivational factors that influence Saudi Arabian learners learning English. This chapter also analyses the narrative data derived from the individual interviews with learners, English language teachers and parents. As mentioned earlier in this thesis, the researcher examines in more detail the perceptions of learners, teachers and parents concerning factors that influence the enthusiasm of male learners to learn English as a foreign language at intermediate schools in Jazan city in Saudi Arabia. The researcher explored perceptions of learners, teachers and parents in relation to motivational factors affecting learners who study English. There were a number of set interview questions to guide the discussion (for more details, see Appendices C, E and G). The abbreviation SAELT refers to Saudi Arabian English Language Teachers, SAELL refers to Saudi Arabian English Language Learners, SAP means Saudi Arabian Parents and FGI refers to focus group interviews.

The researcher based his qualitative study on six English language learners, six English language teachers and six parents of children who were surveyed. All participants were volunteers and individual interviews took no more than one hour. The number of participants who took part in the qualitative aspect of the study was 18. Learner participants were Year 9 English language learners attending different intermediate public schools in Jazan City. In addition, 12 learner volunteers participated in a focus group interviews about motivational issues (see Figure 3.2).

In the sections that follow, the data that emerged from the interviews regarding factors that influence the motivation of English language learners are ranked in order of importance to understand the contribution of each factor to student learning. As already stated, the main question that this research has attempted to answer is: "Are there differences between the perceptions of learners, teachers and parents of the motivational

factors that influence English language learners of English as foreign language in Saudi Arabia?"

To address this main question, the following **general questions** will be investigated: "What are the perceptions of learners in relation to factors that motivate them in their learning?"; "What are the perceptions of teachers in relation to factors that motivate learners in their learning?"; "What are the perceptions of parents in relation to factors that motivate their children in their learning?"

Figure 5.1 gives a diagrammatic description of the different aspects of the interviews relating to perceptions of motivation.

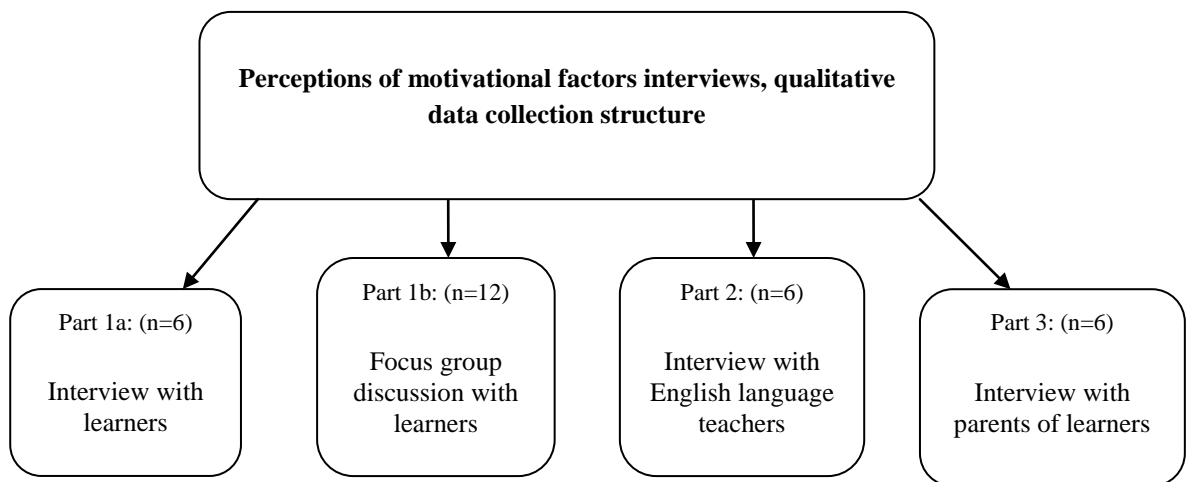


Figure 5.1: Diagrammatic description of the different parts of the interviews concerning motivational factors.

Researchers (Brown, 2007b; Dornyei, 2001a; Fageeh, 2003; Gardner, 1985; Zaid; 1993) believe that the perceptions of learners, teachers and parents are important factors in the achievements of learners (see section 2.1 for more details). The sections that follow explore the perceptions of respondents about factors that influence the motivation of learners when they learn English. The researcher has divided the information set out in this section into separate divisions. These divisions cover learner perceptions about the influence of English language classrooms, English language teachers and teaching motivation, learner perceptions about the influence of parents on motivation, learner perceptions of the influence of the school context on motivation, learner perceptions about the influence of the Saudi Arabian context on motivation, perceptions of the Saudi Arabian learners, English language teachers and parents about the available

materials and English language curriculum and motivation; and perceptions of Saudi Arabian learners, English language teachers and parents about the most important factors that influence students to learn English.

Table 5.1 summarises themes derived from interviews with learners, teachers and parents of learners. It explains their perceptions and experiences based on individual interviews. The following themes were identified from the transcripts of interviews with learners, teachers and parents, as well as focus group interviews with learners. These themes were identified based on the more frequent responses provided by the learners, teachers and parents during the interviews.

Table 5.1 Themes that emerged from the data

Different themes of motivating learning process and teaching practice discussed by learners, English language teachers and parents		
Learners	Teachers	Parents
<ul style="list-style-type: none"> - Liking English. - Importance of encouragement by teachers. - How to encourage English language learning. - Importance of Encouragement by parents. - Importance of encouragement by school. - Importance of the curriculum and difficulties with it. - Importance of encouragement by Saudi Arabian society. - The most important motivational factors that influence learners in their learning. 	<ul style="list-style-type: none"> - Interest in teaching English. - Importance of motivating learners. - How to motivate learners. - Difficulties in motivating learners. - Speaking English in class. - Activities for learners. - Importance of communication with parents. - Importance of encouragement by school. - Importance of the curriculum and difficulties with it. - Importance of encouragement by Saudi Arabian society. - The most important motivational factors that influence learners in their learning. 	<ul style="list-style-type: none"> - Importance of teachers in motivating children. - Factors that motivate children. - Difficulties that impede learners' progress. - Nature and extent of support that parents provide to children. - Importance of encouragement by school. - Importance of the curriculum and difficulties with it. - Importance of encouragement by Saudi Arabian society. - The most important motivational factors that influence learners in their learning.

5.2 Section one: Perceptions of learners: motivating themselves

The aim of this section is to explain respondents' perceptions and experiences with learning English in an EFL context. It reports that respondents had a wide range of learning experiences in English. The researcher presents the main themes that emerged from the learners' interviews in the following subsections: liking English, importance of encouragement by teachers, how to encourage English language learning, importance of encouragement by parents, importance of encouragement by the school, importance of the curriculum and difficulties with it, importance of encouragement by Saudi Arabian society. The motivational factors considered by learners to be the most important influence on their learning were also identified.

5.2.1 Learner perceptions - liking English

Respondents were asked "*Do you like English language classes? Why or why not?*"

The majority of learners (81.16%) responded that they liked learning English. They expressed varying reasons as to why they liked it and how this influences them in their learning. All 223 questionnaire respondents believed that English is an important language that they needed to learn but their reasons for liking English language classes were varied. Of the 223 questionnaire respondents to question 1, 181 (81.16%) said that English is a good subject, a "beautiful language" and that they wanted to learn it. All learner interviewees (n=6) also expressed the opinion that English is a good subject and that they wanted to learn it. SAELL interviewee number 2 reported (Table 5.2) that "English is an important language and it helps me to communicate with foreigners". SAELL interviewee number 6 reported (Table 5.2) that "English enables me not only to learn and speak the language inside the classroom but also to practise it outside the classroom."

Table 5.2 summarises the reasons for liking and disliking learning of English language. It explains most common learner perceptions and experiences based on the focus group interviews and individual interviews. The following reasons for liking and disliking English are presented.

Table 5.2: Reasons for liking and disliking English based on most common learner perceptions and experiences

Liking the language	Dislike the language
1 - Nice subject and like to learn (Interviewee, 2 & FGI).	1 - The teacher is unable to deliver the correct information, and his explanation method is not clear (FGI).
2 - Helps me to obtain a suitable job (Interviewee, 1).	2 - The lack of explanation by the teacher and difficulty of some lessons (Interviewee, 1).
3 - Is an important language and helps me to communicate with foreigners (Interviewee, 2).	3 - The teacher does not help me to understand the subject (Interviewee, 3).
4 - Communicate with the different nationalities within the Saudi community and abroad through the Internet (Interviewee, 1).	4 - The teacher cannot control the students and speaks in Arabic more than in English (FGI).
5 - Is useful to use the language abroad (Interviewee, 1).	5 - The length of the class time is not enough (Interviewee, 4).
6 - Achieve my dream and become an English language teacher (Interviewee, 2).	6 - The English lesson is late in the day and should be taught earlier (Interviewee, 5).
7 - Formation of my future is to learn different languages (FGI).	
8 - Assists me in admission to universities and scientific institutes (Interviewee, 1).	
9 - The teacher is very wonderful in explanation and encouragement (Interviewee, 6).	
10 - Speak and practise the language inside & outside the classroom (Interviewee, 6).	
11 - Able to read the words well and understand their meanings (Interviewee, 6).	
12 - Advice and missionary activity for Islam (Interviewee, 2).	

Almost all respondents liked English because of external motivation and external desires. SAELL Interviewee number 1 said (Table 5.2) that the "English language is the only way to obtain a good job in Saudi Arabia and achieve our desires". This shows that learners are highly motivated to learn English for instrumental/extrinsic motivational reasons.

Another external reason that encourages learners to learn English is the need to communicate with English speaking people, both native and non-native speakers, inside and outside of Saudi Arabia. SAELL interviewee number 1 reported (Table 5.2) that "I would like to learn English not only to communicate with the different nationalities within the Saudi Arabian community but also to speak abroad through the Internet. It is also fashionable if you speak English fluently with foreigners in western restaurants, Hilton hotels and in foreign companies in big cities, such as Jeddah and Riyadh". Therefore, because there are such large numbers of foreigners in Saudi Arabia, learners want to practise continuously to communicate with them in English.

In addition, SAELL interviewee number 6 reported (Table 5.2) that he liked to learn English because of his English language teacher. He said "Because my English language teacher is fluent in the material, his effort in the classroom is wonderful and I take advantage of the teacher's explanations and make more efforts to learn the language as well as achieve in the classroom". The student in the interview reported that he had the ability to read and understand English. He said that "At the age of five years old, I saw one of my relatives could read English books, write his name in English, learn the words by heart and speak the language clearly". This indicates that if learners are influenced by their English teachers who are passionate about the language, make an effort and have an intrinsic love of English, some learners may respond positively and come to like the language.

Furthermore, one noteworthy reason that encourages learners to learn English is so they can serve and spread the religion of Islam. SAELL number 2 stated (Table 5.2) that he "Likes to study the language so I can serve Islam, go to the Islamic centre in my city, tell foreigners about our religion, behaviours and Islamic morality and give non-Muslims a clear picture about the peace of Islam that is different from the picture that some media have given about Islam, that is terrorism, war, killing others".

Despite the positive responses, 42 learners out of 223 (18.83%) said that they did not like the English Language and gave reasons as follows. SAELL interviewee number 5 reported (Table 5.2) that "Sometimes, the English lessons are late, for example the seventh hour, which creates boredom as well as the teacher not encouraging his students to learn". This learner complained that because it is a late class, he is too tired to participate properly. This attitude can be seen in the data. For example, SAELL

interviewee number 3 said (Table 5.2) "I dislike English language classes because of my poor understanding, I cannot read and write well and English classes are too late". SAELL interviewee number 2 reported (Table 5.2) "I do not prefer to learn English because the teacher distinguishes between the outstanding students and those who are not, at the cost of good manners sometimes and the teacher is tired because of the late afternoon class".

Furthermore, SAELL interviewee number 4 reported (Table 5.2) that "The time in the classrooms is not enough". This indicates that learners in EFL context need additional classes to improve themselves in English. Compounding the other problems, the curriculum is out-dated. SAELL interviewee number 1 reported (Table 5.2) that "I do not have the desire to learn English because of the curriculum, so we need something new that matches our goals such as what happens in other curriculums in foreign countries like the Emirates, China and Japan". Thus, attention should be paid to what learners have to say about their English curriculums.

In summary, the majority of learners (81.16%) expressed positive views towards English. Learners wanted to learn English if the opportunities to do so were made available to them. Learners will learn English if the English language curricula are more motivational in design and if more time is made available for English classes. The next section will cover the perceptions of English language learners on the importance of encouragement by their teachers.

5.2.2 Learner perceptions - importance of encouragement by teachers

Interviewees were asked "*From your point of view, do you think it is important that your English teacher should be able to motivate or encourage the students to learn English? (Yes, No) Why?*"

All interviewees (n=6) said it was important that their English language teachers should be able to encourage them to learn English (Table 5.3). They stated that one of the reasons is that the English language teacher is familiar with the language and is the learners' major resource for English. SAELL interviewee number 4 reported that the teacher "should be enthusiastic himself and the students need encouragement to learn the language and love it through the experiment of other methods of teaching. So, the teacher needs the support of the school and (this) should not stop as the teacher's task is teaching the students". Also, SAELL interviewee number 6 said "If the student wants to

learn the language, the teacher should be enthusiastic and supervise every student in English. The teacher also should bring previous examples of excellent students in the language as well as a model from our environment for more encouragement". Therefore, learners suggested that teachers are an important factor for their encouragement in learning the language.

Table 5.3 summarises factors that increase and decrease learner motivation in learning English. It explains most common learner perceptions and experiences based on the focus group interviews and individual interviews. The following factors for increasing and decreasing their learning motivation are presented.

Table 5.3: SAELL perceptions of factors that increase and decrease their learning motivation

Factors that increase learner motivation	Factors that decrease learner motivation
The teacher (Interviewees, 1, 4, 5, 6).	Poor conversation skills because of the lack of vocabulary and knowledge of grammar (Interviewee, 6)
Competitions and other activities inside and outside the school (Interviewee, 5 & F.G.I).	For many teachers, the greatest difficulty is the failure to deliver information (F.G.I).
The school (Interviewees, 4 & 6).	The curriculum is weak (F.G.I).
Family (Interviewees, 2, 3, 4).	There cannot be conversations in English because the standard texts do not focus on the real social life of the student (Interviewee, 4).
Computers & Internet (Interviewee, 1 & F.G.I).	English is an alien language in Saudi Arabian society (Interviewee, 6 & F.G.I).
English is the language of USA (Interviewee, 1).	

By being motivated, knowing how to utilise various techniques in different and exciting activities and by being welcoming to all learners, teachers will encourage learners to learn English (Table 5.3). SAELL interviewee number 1 reported (Table 5.3) that "the smile of the teacher is important for attracting the attention of the students towards him, taking into consideration a close brotherly relation comes through love and tolerance." SAELL interviewee number 2 reported (Table 5.3) that "the students do not get bored,

for example because the kind treatment of their English language teachers motivates them to learn".

The researcher asked interviewees the question "*What are the best and worst activities that you have found that help stimulate students?*" Respondents gave their perceptions of the positive and negative factors that influenced them in their learning of English. All of them agreed that the best types of activities to undertake are those that aim at solving issues through friendly competition to create an interesting and positive atmosphere. Sometimes though, individual activities help learners to focus, to conduct conversations among themselves, to discover mistakes and encourage communication among the other learners in the classroom. SAELL interviewee number 5 reported (Table 5.3) that "writing words on the board and then letting the student write them is the best way to develop writing skill and creates a useful competition about who is the best writer in the class. Then, once the student likes the language he will encourage himself". In addition, school trips are an important way of inspiring learners. SAELL interviewee number 1 reported (Table 5.3) "the most important thing in education is the teacher utilising different methods of teaching inside and outside the school". Cooperation and coordination between the school and English teachers who create different ways of teaching for learners is important. Teaching English is an activity for inside and outside the school by means of activities such as school trips.

All SAELLS agreed on the worst types of activities, which they thought should be avoided. Activities to be avoided were said to be threatening students verbally or physically through use of sharp or angry words - especially if this is coupled with loss of marks. Furthermore, an unchanging environment inside and outside the classroom - especially if this is coupled with a lack of opportunity to practise in class - should definitely be avoided. SAELL interviewee number 6 spoke (Table 5.3) of "the problem of the two parties: the first problem is that of the student by not understanding the lesson, so they will lose attention and start playing in the classroom, and the second problem is that of the teacher by spending time only throughout the class and leaving his class without either reviewing or practising the lesson".

After the researcher asked respondents to give their views about the best and worst activities, he again asked them about factors that increased and decreased their motivation to learn English. The researcher asked interviewees the question "*As an*

English learner, what factors increase your motivation or encouragement?" Based on the learner interviews, it was concluded that when the teacher asks questions in the classroom that encourage and motivate learning of English, this - coupled with kindness towards learners during the process of teaching English letters, words and sentences - is positive. SAELL interviewee number 5 reported (Table 5.3) that "I became motivated in English when my teacher asked me and praise me in the classroom". In addition, when the school supports the teacher and supplies the teacher with the necessary tools, this was said to be positive. SAELL interviewee number 4 reported (Table 5.3) that "I learn English when all of our teachers in the school support us to learn it". Conducting conversations with learners in English, exposing learners to English drama, translating texts from Arabic into English and vice versa, engaging in creative writing competitions and research, coupled with the awarding of high marks for outstanding work and providing signage in English in and out of the classroom, were all considered positive. SAELL interviewee number 6 reported (Table 5.3) that "I was encouraged to learn English when our teacher motivated us to communicate in English through competitions and do good assignments in English". Furthermore, family encouragement is positive. When a father encourages his child by giving compliments, giving advice to the child, reviewing the subject with the child or taking part in the learning, or if a sibling explains difficult English language problems, this is positive. SAELL interviewee number 3 reported (Table 5.3) that "I was encouraged to learn English when my mother taught me English". Moreover, the internet appears to be a positive activity for language learning, for example by chatting and communicating with others on websites. SAELL interviewee number 2 reported that "I need to learn English to speak with others through the internet". The status of English as the national language of USA is a positive motivating factor for learning English. SAELL interviewee number 1 reported (Table 5.3) that "English is a language of America, which is the strongest country in the world. The strongest language in the world is English that is why I need to learn it".

Interviewees were asked *"In your opinion, what are the most serious difficulties that prevent you from learning English successfully?"* Based on the learner interviews, the most common difficulties were summarised and included poor ability to speak in English because of a lack of vocabulary and a lack of grammar. SAELL interviewee number 1 complained (Table 5.3) about there being "too many difficult items of vocabulary in the English language". Another significant difficulty encountered by

learners is their teachers' failure to deliver information because the lessons are delivered rapidly in an attempt to cover the entire curriculum. SAELL interviewee number 5 proposed (Table 5.3) that one solution to this is to dedicate a specific part of the lesson to reviewing the lesson. Many learners do not have enough time to learn the English language because they have other subjects to study. SAELL interviewee number 6 reported (Table 5.3) that "the student's satisfaction with the teacher leads students to love the material and increase their academic achievement". SAELL interviewee number 1 suggested (Table 5.3) that "English is an easy language once the student understands its fundamentals". Many learners also felt that the curriculum is weak and the most difficult area of the curriculum is grammar. It would be better if grammatical rules were followed by examples such as present continuous tense and end – "ing" words. They also felt that there are no conversations for the students to engage in because the texts do not focus on the real social life of students and also that English is an alien language in Saudi Arabian society.

After presenting the perception of learners on the importance of encouragement by their teachers, the following will discuss the perceptions of learners on how to encourage English language learning.

5.2.3 Learner perceptions - how to encourage English language learning

Interviewees were asked "*What are the most important methods of encouragement that you have found that motivate students to achieve success in learning English?*" The interviewees agreed on the most important methods of encouraging English language learning. They believed that activities should be performed in and out of the classroom - for example in places such as hospitals and hotels. SAELL interviewee number 1 (Table 5.4) reported that "when we do activities, the teacher should be closer to his students and be like a brother (having jokes with the students) to encourage them and there should not be a wide space between them."

Table 5.4 gives a summary of the most common suggestions that can improve English language learning. It explains learner perceptions and their experiences based on the focus group interviews and individual interviews. Since learners articulated their views, the following suggested ways of improving English language learning are presented.

Table 5.4: Learners' suggestions of ways of improving English language learning

Suggestion	Interviewee
Having an English language laboratory in the school.	2
Having a library of English publications containing magazines, daily newspapers and dictionaries for translation.	1 & 4
Speaking with other students in English, for example when going to the shops or speaking to the School Principal.	4
Having clubs and English language institutes.	3
Watching films and TV in English).	3
Having the family encourage learners to learn.	3
Having teachers engage in stimulating explanations and teaching methods.	6
Having English courses, speeches and dialogue platforms during school break times.	6
Listening to teachers when they give explanations.	5
More homework in English and more allocation of time to English work assignments.	5
Using computers and the internet (Interviewee, 1).	1
Having picture boards containing English words both in and out of the school so that learners can identify words from their association with pictures.	6 & FGI
Encouraging people to learn languages because of the enjoyment of acquiring knowledge.	FGI

Learners can be encouraged through optional creative writing exercises. The desire of the student for increased marks (extracurricular desire) can also be a form of motivation. SAELL interviewee number 6 reported (Table 5.4) "One of the motivational ways of encouraging students to learn the language is by giving them high marks." If teachers instruct learners to write about themselves, learners can think and write from their own experiences. Talking in English during a process of reading and learning words can increase learner interest. SAELL interviewee number 5 reported (Table 5.4) that "I like to communicate in English and to have more assigned homework and correct words as a student in English in English classes". In addition, to develop a good command of spoken English, learners need to hear the English language spoken frequently. This means it is preferable (where possible) to speak the language continuously in the classroom. Many learners mention that they prefer to speak the language in English

language classes rather than focusing only on grammar and sentence structures of English. The research found that learners believe that speaking Arabic in English classes will affect their learning outcomes. SAELT interviewee number 2 reported (Table 5.4) that "unfortunately, some English language teachers use Arabic more than English in the English class".

All of these learner suggestions concern ways in which they learn English. The data indicate that learners want to experience situations that motivate them during their study, while they are revising their work and while they are creating different ideas in their English classrooms. In sum, learners are influenced more strongly by activities that involve use of English and they are encouraged if their English language teachers communicate in English in class. This enables learners to look, memorise, participate and use English words in a natural setting. The next section will talk about perceptions of English language learners on the importance of encouragement by their parents.

5.2.4 Learner perceptions - importance of encouragement by parents

Learner interviewees were asked "*Do your parents encourage you to learn English? How?*" Four SAELL interviewees said that their parents encouraged them to learn English. They listed as follows the ways in which their parents encouraged them to learn English.

More than half of respondents to the open-ended questions - 141 out of 223 (63.22%) said that their parents encouraged them to learn English. The learners summarised the ways in which their parents did this, stating that they are interested in teaching the language to their children and in ensuring that the learner completes the four English skills. They may also send learners to English language institutes.

Table 5.5 summarises ways through which parents could seek to encourage their children to learn English. It explains the most common learners' suggested ways for parents to encourage their children in learning English based on the learners' individual interviews. The following suggested ways are presented.

Table 5.5: Learners' suggestions of ways for parents to encourage their children in learning English

Suggestion	Interviewee
Providing the proper atmosphere at home by buying a computer, providing the Internet and permitting them to listen to the Western songs.	2
Loving the language and their believing that it is a part of the human culture.	1
Providing scientific books, dictionaries, newspapers and magazines and giving incentives that increase the child's efforts to learn the language, such as through purchase of a computer, play stations, e dictionaries, CDs and through telling the child that English will be useful in life for travelling around the world.	4 & 2
Providing the assistance of private tutor at examination times.	2 & 3
Teaching the child how to pronounce and interpret words and continuously reviewing each lesson.	3,4 & 5
Speaking to the child and attracting his attention to the subject by sending him to his uncle to learn the language and also by giving gifts as incentives.	1 & 2
Stressing the need to be independent in the future and that English is a key language for obtaining work.	6 & 1
Sending the child to national institutes such as those in Riyadh and Jeddah and abroad to countries where English is the mother tongue.	1

Despite having questions about the language, most parents provide the proper atmosphere at home by buying a computer, providing the Internet and permitting learners to listen to Western songs. SAELL interviewee number 1 said (Table 5.5) "my family loves the language and they believe that it is a part of human culture." SAELL interviewee number 3 said (Table 5.5) "My parents help me in studying, pronunciation and interpretation of the words and through their continuous review of my lessons on the basis of reviewing each lesson".

In general, parents provide scientific books, dictionaries, newspapers and magazines and give the learner incentives to increase his efforts to learn the language, such as by purchasing a computer, a PlayStation, e-dictionaries or CDs. Parents emphasise that

English is useful for travelling around the world. SAELL interviewee number 2 said (Table 5.5) "my family brings English books for me". SAELL interviewee number 4 said (Table 5.5) "my father's ambition is for me to master English fluently the same as he has and my mother encourages me by praying to Allah (God) for me". Because parents are eager for their children to learn English, learners need to be ready to spend the necessary time and put in the necessary effort to learn the language.

Some parents provide the assistance of private tutors at examination times. SAELL interviewee number 2 said (Table 5.5) "my father gets a tutor to help me with the language. I support the idea of tutor because it is a second language and it is difficult. So, to learn and understand the material more, the family should follow up the student and the tutor at home". They send their children to domestic English institutes, such as in Riyadh and Jeddah, and abroad in countries where English is the mother tongue. SAELL interviewee number 1 said (Table 5.5) "my father has always said to me it is better to depend on yourself as regards the English language in future and it is a key language for getting a job".

Only 81 out of 223 respondents to question 3 in the questionnaire (or 36.32%) and only 2 learner interviewees said that their parents did not encourage them to learn the language. They explained that their parents were not interested in English and were too busy to help with their children's education. One learner's father was a painter and his mother was a teacher and they believed that the child had to learn by himself. Some parents could not assist because they were illiterate in both Arabic and English and did not know English but nevertheless expect their children to become professionals such as doctors, for which they need to know English. Moreover, some parents believe that the curriculum is not relevant to their children's lives. For some learners this might be true and some of them simply do not want to spend more time learning. They prefer to have more time to play. They tell themselves there are many other subjects to study, they do not think that having knowledge of the English language is important and that there are no incentives to learn English.

Interviewees were asked "*Do your parents help you to learn English? How?*" Five SAELL interviewees said that their parents helped them to learn English. This may have been financially, through payment of a tutor, and morally by insisting that they study English and by encouraging learners to learn the language. SAELL interviewee number

1 said (Table 5.5) "my sisters and brothers who are studying at the university assist me in English." This interviewee also said (Table 5.5) that if a "student likes the language, he will learn it even the family members are not educated". Some help by doing difficult exercises together with the learner. SAELL interviewee number 3 said (Table 5.5) "my father helps me through cartoon films to memorise English words". Some parents help the learner to review the subject every week. SAELL interviewee number 3 said (Table 5.5) "my father explains the lessons and does the exercises if they are difficult for me". He also stressed that the primary responsibility was with the learner himself and that the father's role is complementary and an incentive to the child. Only SAELL interviewee number 6 said (Table 5.5) that his parents did not help him, and this was because of their lack of knowledge of English. In addition, SAELL interviewee number 5 said "if the teacher's explanation is good, you do not want your family to help you".

After the perceptions of English language learners about motivation provided by their parents, the next section will talk about learner perceptions about importance of encouragement by their schools and its effect on their motivation towards learning English.

5.2.5 Learner perceptions - importance of encouragement by school

In the open-ended question number 4, learners were asked "*Does your school encourage you to learn English? How?*" 135 out of 223 (60.53%) respondents to this question felt that Saudi Arabian schools did not encourage learners to learn English. In addition, in the individual interviews, interviewees were asked "*What is your opinion about the school learning environment in your school? Do you think that the school environment is conducive to you learning the language? Explain please?*" All interviewees felt that Saudi Arabian schools did not encourage them to learn English.

The research found that many SAELL interviewees struggled because of the school environment and said that the learning environment was not stimulating. They complained of the lack of learning resources and the lack of interest in the language (even though theoretically the school has a particular focus on English) as demonstrated by the paucity of English language books and magazines. SAELL interviewee number 2 commented (Table 5.6) "We must learn and apply the lesson because knowledge without application of it is the same as a tree without fruit – useless".

Table 5.6 summarises factors that decrease SAELL motivation in the school environment. It explains the most common experiences based on the focus group interviews and individual interviews. The following factors are presented.

Table 5.6: Factors that decrease SAELL motivation in the school environment

Factor	Interviewee
The school does not contribute to participation by students in scientific clubs.	1
The school never uses computers and never encourages practical study.	2
The general lack of interest and support from the school coupled with the non-existence of activities, competitions and posts in English.	1
The school does not computerise the English learning process.	3
There is no encouragement by the school principal and teachers and there are no alternatives for learning the language apart from the teacher and the text books and they are monotonous.	1 & 4
The school environment is not clean.	FGI
The language teaching aids (including the centre, club, and laboratory) are poor and there is a lack of an open library for students to learn the language.	4
There is a lack of experienced teachers to teach English and a lack of educational aids for teachers to use.	3
The failure of the school to provide English teacher drags the school backwards in relation to academic learning.	FGI
There are no permanent sessions for the English language.	2 & 6
There is a lack of students who are capable to speak the language.	5
The isolation of English language students from each other with the result that they only speak the language when they are in class.	FGI
Students do not like the language and do not know its importance and they all speak Arabic.	4
There is no intensive help for poor English language students.	6

Some learners mentioned that the teacher may be absent without a legitimate reason and without a replacement teacher being provided. There was also a lack of incentives to learn English and a lack of English language signage in and out of the classroom. For example, there were no weekly sessions with the teacher about English and there was no club, language centre or language laboratory. SAELL interviewee number 6 commented (Table 5.6) on "The lack of personal interviews with the English teachers to take advantage of their experience". Furthermore, they lacked a school radio and educational aids such as projectors, PowerPoint and data shows. Less than half of SAELL interviewees and only 70 out of 223 (31.39%) of respondents in the questionnaire said that the school encouraged them to learn English through the availability of educational aids, grammar rules, images, letters, words, word meanings and school radios.

The following section will present the perceptions of learners towards the curriculum and its effect on motivation towards learning of English.

5.2.6 Learner perceptions - importance of curriculum and difficulties with it

Learner interviewees were asked "*In your opinion, what are the most serious difficulties that prevent you from learning English successfully?*" Most SAELL interviewees believed that the curriculum is very weak. The most difficult part of the curriculum is grammar and the curriculum is full of grammatical examples. It would be better - once rules were set out - if the rules were followed by examples such as the present continuous tense and by words that end in "ing". SAELL interviewee number 4 said "There are no conversations for students because the book does not focus on the real social life of the student".

A large part of the difficulty lies with the teacher because of a failure to deliver information. Teachers explain the lessons too quickly because they want to cover the entire curriculum. SAELL interviewee number 5 said that "One solution would be to allocate time in each class to reviewing that day's lesson. Another large part of the problem is that students do not have enough time to learn the language because they have other subjects to study, such as mathematics. Also, SAELL interviewee number 5 referred to "Poor conversational skills because of the lack of knowledge of vocabulary and grammar".

If students respect their English language teachers, this can lead them to love the material and to an increase in academic achievement. SAELL interviewee number 1

voiced the opinion that "English is an easy language once the student understands its fundamentals".

As regards the English language curriculum, all SAELL interviewees said that they wanted to learn English and learn more about the culture of English speaking people. SAELL interviewee number 1 said "English is a new culture and I am fond of exploring this language but within the boundaries of Islam and of my own customs and culture, for example in relation to women's fashions and maintenance of the veil while abroad because we do not imitate other cultures but rather we take the best and the cleanest and we leave the rest".

In summary, learner perceptions about the curriculum revealed a serious difference between what learners are in fact studying and what they need to learn if they are to acquire mastery of English. The curriculum should focus on the needs of learners and their reasons for learning English in the context of Saudi Arabia where English is a foreign language.

The following section will present the perceptions of learners towards the Saudi Arabian context and its effect on motivation towards learning of English.

5.2.7 Learner perceptions - importance of encouragement by Saudi Arabian society

Interviewees were asked "*Does living in Jazan city encourage you to learn English? How?*" Most SAELL interviewees and some respondents to the open ended questionnaire questions, 153 out of 223 (68.61%), responded that Saudi Arabian society did not provide an incentive to learn English. They felt that people do not like the language, they are not familiar with it and they do not know how to pronounce English words. No one uses the language in daily life or in public places, and in the community Arabic language is the only language used. SAELL interviewee number 5 said "The people of Jazan are not familiar with the language as it is not commonly used in the society." Also, SAELL interviewee number 5 said that "In fact, 80% of people in Saudi Arabia do not use and are not fluent in English and only 20% have a good command of English". SAELL interviewee number 1 commented on "the uncivilised Jazan environment". In reality, Jazan has significant differences from other places in Saudi Arabia such as Riyadh and Jeddah. SAELL interviewee number 1 also said that people

in Jazan "consider language learning a nullity" while SAELL interviewee number 6 claimed "People are only interested in herding sheep and cows."

The SAELL interviewees said that there is a paucity of institutes, centres and English language clubs. SAELL interviewee number 2 commented that "There are no state-backed institutions to help students to learn the language." SAELL interviewee number 5 expressed the opinion that in Jazan City the people speak English "only in specific places such as Cady Mall and Al Rashid Mall".

Learners feel that after school, there is no further education or promotion of the importance of the language, and there is no signage in English anywhere in Jazan City. SAELL interviewee number 2 remarked on "The paucity of English universities, summer clubs and no attention is paid to the needs of student regarding the language in Jazan". There is a failure to use the language by people generally as well as a lack of mixing with foreigners. SAELL interviewee number 6 remarked on the "Irony of the situation in that people still adhere to the prevailing traditions, customs and cultures". SAELL interviewee number 5 spoke of "The lack of advice and guidance for learning the language as well as the lack of computers and specialised educational magazines in the English language among the people". The lack of English newspapers and the lack of English publications in the public library and the lack of people who speak English in the society will have negative impacts on learners and can mean that they fail to learn English. People who do speak English, use English poorly and they do not receive much attention from government. There are no training programs to enable them to practise English. SAELL interviewee 4 said "75% of the students do not want to learn English because their interests are those of young people - such as cars - while 25% do want to learn and acquire the language."

One student interviewee did say that Saudi Arabian society encourages him to learn English and some 49 learners out of 223 (21.97%) responded in the open-ended questionnaire that Jazan City society did encourage learners to learn English. They believed that exposure to Jazan City encourages learning from outside of Saudi Arabia because as SAELL interviewee number 5 said, "There are some writings in English and Arabic at the shops and I have to read them". SAELL interviewee number 4 referred to the fact that "There are some centres and courses for learning the English language". In

addition, they felt that the spread of educational courses and competitions over time will encourage learning of the language.

After presenting the perception of learners towards the importance of encouragement by Saudi Arabian society, the following will talk about the perceptions of learners towards the most important motivational factors.

5.2.8 Learner perceptions of the most important motivational factors

Learner interviewees were asked "*What are the most important motivational factors that influence you to learn English? Explain, please.*" The following section lists in order of importance the motivating factors cited by learners as having an influence on their English language learning. The majority of learners (n: 4 learners out of N: 6 learners) listed the motivational factors in the same order (Figure 5.2a), while two learners ordered the relevant factors slightly differently (Figure 5.2b). Learners cited that the most important factor is the learner himself - whether the learner has an inner or external desire to learn English - for example because of the impact of a sibling and the influence of other learners. The second is the teacher - if the teacher is competent or outstanding, the learners will excel. The third is the school - the school is the best place for the learner to learn the language because it provides the textbooks and an appropriate environment. The fourth is the family - the family schedules study time for the learner and checks on the progress of the learner, takes care of the learner and if the learner sees a family member who is studying this will have an impact. The least importance was allotted to Saudi Arabian society. However, people with whom the learner mixes, such as his neighbours and friends, have an impact. So, society can be divided into two parts, the cooperative element of the community that encourages the learner to speak English and the other part that is not cooperative.

Figure 5.2 explains the most important motivational factors based on learner perceptions and experiences in the focus group interviews and individual interviews. Since learners articulated their views, the following factors are presented.

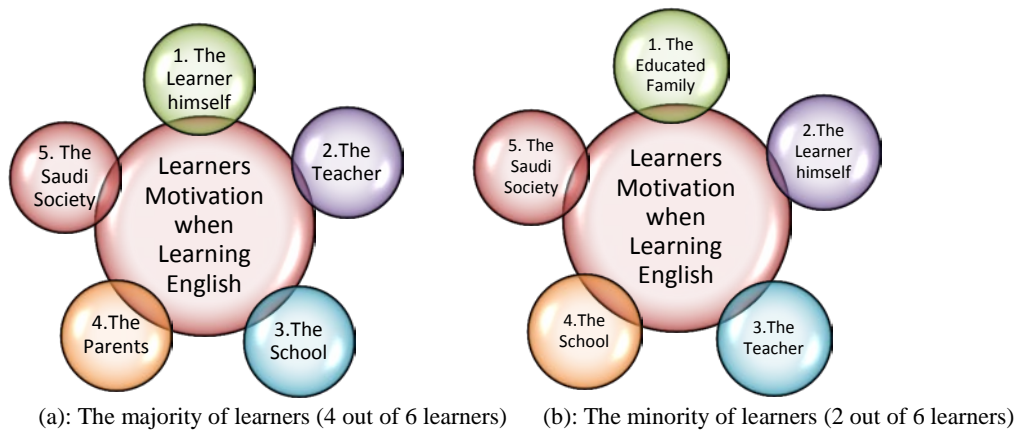


Figure 5.2: Learners' perceptions towards the most important motivational factors

The two student interviewees who ordered the factors differently (Figure 5.2b) suggested that the family was the most important factor. They spoke of the importance of having an educated family because family members are closer to the learner and they can encourage the learner to learn the language. The family can boost the morale of the learner by praise and encouragement and by providing financial support for English language learning activities. Next, they felt that the learner also plays a role, building on the positive atmosphere created by a family that has created an incentive for the learner to love and learn the English language. Then, the teacher is important because the teacher teaches the language. The teacher should be close to the learner, set a good example through teaching methods and through the use of appropriate technology such as data show, projector and PowerPoint and the teacher should always speak English. The school is of the highest importance after the teacher because it is not neutral in the learning process. It should encourage learning of the language. Finally, Saudi Arabian society is least important because it does not provide an incentive to learn the language and to use it with other English speakers.

After perceptions of English language learners towards their learning and teaching of English language, the next section will talk about perceptions of English language teachers in encouraging their learners in English. (Also, discussion of perceptions of learners will be presented on Chapter 6).

5.3 Section two: Perceptions of teachers: motivating their learners

The aim of this section is to explain respondents' perceptions and experiences with English teaching in an EFL context. Respondents were found to have a wide range of teaching experience in English. The main themes that emerged from teachers' interviews include interest in teaching English, importance of motivating learners, how to motivate learners, difficulties in motivating learners, speaking English in class, activities for learners, importance of communication with parents, importance of encouragement by school, importance of the curriculum and difficulties with it, importance of encouragement by Saudi Arabian society and the most important motivational factors that influence learners in their learning.

5.3.1 Teacher perceptions - interest in teaching English

Interviewees were asked "*How many years have you been teaching English? Do you enjoy it? If so, why?*" All teacher interviewees had different experiences as English language teachers in Saudi Arabian public schools. The researcher interviewed three teachers with more than 10 years of experience in teaching English and three who had less than 10 years of experience. They all found that teaching English was an interesting experience. They explained that in interactions between teacher and learners, the use of modern technology illustrates why learners need to learn English because it highlights the advantages of technology and provides for the possibility of different teaching methods that enhance learners' study of English. SAELT interviewee number 5 reported that "I love my job and my basic role is to motivate students as I want them to have a better future than me". All respondents believed that teachers can lose enthusiasm if they do not know how to deal with learners and how to deliver lessons, or if they find that their learners lack a desire to learn English. All respondents also agreed that there were no periodical professional teacher education courses. They had undergone 1-3 years of professional teacher training but none had undergone any additional professional training in the last five years of their teaching careers.

The next section will report the perceptions of English language teachers on motivating their learners in English.

5.3.2 Teacher Perceptions - importance of motivating learners

Interviewees were asked "*In your opinion, do you think that stimulating or encouraging students is important to successful learning of English? If so, why?*" All English language teacher interviewees agreed that learners need to be motivated to learn English. They suggested that the basis of successful learning is motivation and encouragement of learners. They said that teachers need to encourage excellence in their learners, that good work should be rewarded or it should lead to a reciprocally encouraging response from the teacher. One said that by thanking others for their good work, we are in fact thanking God for having helped to produce the good work. SAELT interviewee number 2 said that "Education is based on stimulation, whether the student is diligent or not". They also believed that if the learner has not been motivated, then the learner will get bored and become frustrated. SAELT reported that most learners value incentives because incentives nurture talent, encourage ambition and increase the diversity of educational programs within a range of theoretical and practical approaches. They also said that learners need their English teachers to use up-to-date teaching styles that include different technologies and computers and when they explain lessons they should deliver information in simple terms so that they can reinforce that information.

However, one of the SAELT interviewees classified teachers into four separate categories. Firstly, the careless teacher who is not interested, who does not demand that students hand in their homework, who does not check exam results and who does not care if learners cheat in the exams. Secondly, the tolerant teacher, who is indifferent about homework and marks and does not care if learners are lazy or excellent. Thirdly, the absentee teacher, who frequently fails to attend at the school, is careless and delays lessons and explains lessons hastily in less than one hour. This type of teacher cares about the quantitative rather than qualitative. Finally, the honest teacher, who tries to minimise his personal negative qualities and cultivates positive qualities. This type of teacher is an educator, sets a good example and is ambitious in relation to his work. All teachers should be diligent if they are to help learners to love the subject.

Therefore, if all teachers become concerned about teaching English, cooperate with each other and have various motivational perceptions, they will influence learners to learn English in the best ways that they can.

The following section will present the perceptions of English language teachers on how to motivate their learners in English.

5.3.3 Teacher perceptions - how to motivate learners

Interviewees were asked "*What are the approaches that enhance stimulation of your learners or that encourage your learners to learn English?*" The desirable approaches for English language teachers, identified by four SAELTs were that teachers should listen, use conversational exercises and examine learners by reference to real life conversations. SAELT interviewee number 5 said that he likes to examine by making use of conversations such as those that might occur in a hospital between a physician and a patient who has a cough or cold, when a guest checks into a hotel, in a rental agreement between landlord and tenant or when customers order food in a restaurant. These types of conversation illustrate genuine situations where different aspects of knowledge of a language must be learnt and displayed.

They also emphasised the importance of speaking English and then asking learners to write in English as much as possible. English should be practised often if the learner is to acquire the different fundamental skills. SAELT interviewee number 4 reported on the need for "Interaction in and outside the classroom by overtime work on the part of the teacher in the evening and the need for the teacher to be motivated to volunteering and charitable work". SAELT interviewee number 3 reported that "Paper signs written in English in schools, such as no smoking, make learners look at the word, memorise it and then speak it".

Interviewees believed that participation of learners with teachers can motivate learners if they are publicly commended with high marks in front of the class and given verbal encouragements such as "Excellent" and "Well done". These approaches can lift morale. Giving a full mark in a monthly report can also lift morale. SAELT interviewee number 6 reported that "in cases where the students have not obtained full marks, they must be given additional assignments that can be evaluated accordingly without having to rely solely on the previous grades or examinations but there must be other motivation such as activities, assignments and hand writing." SAELT interviewee number 6 also favoured the need to "Motivate the students by giving high marks in front of the class and by giving verbal encouragement".

Interviewees felt that it was helpful to use computers, the internet and modern technology such as projectors, PowerPoint, presentation, flash memory, data shows, and words supported by images to illustrate, for example, words such as cheap, expensive, thin and fat. Media such as the press, intensified programs in English, competitions as well as educational programs on Saudi Arabian TV Channel 2 and children's channels were also seen as making a contribution to English learning. Interviewees saw the need for the learner's home environment to be supportive by providing computers and internet to enable the learner to self-develop - with the encouragement of the student's parents. In reference to the need for Saudi Arabian society to become aware of the importance of English, SAELT interviewee number 5 said that "The plenitude of scholarships abroad and courses for the teacher and student made it a reason to get a proper job in the country and increase the significance of English in the society".

Two teachers made the point that there is a problem with learners who do not want to learn the language because they are unaware of its importance. This however, might be a problem arising from either "lack of parental motivation or lack of intrinsic motivation" two teachers said, so teachers can help low level learners to understand the importance of English. It might be said that learners blame teachers and teachers blame parents who do not care whether their children learn English. These two teachers also stated that there are no labs, clubs or technological resources in schools and there is a general lack of support for learning English. In addition, they felt that many teachers and learners lack good prior lesson preparation.

The next section will discuss the perceptions of English language teachers on difficulties in motivating their learners in English.

5.3.4 Teacher perceptions - Difficulties in motivating learners

Interviewees were asked "*In your opinion, what are the major difficulties that prevent you from stimulating students to learn English?*" The most common difficulties that emerged from the research were that there are large numbers of learners in each class (Table 5.7). Teachers would prefer that the number be between 25 and 30 students. In addition, to enable English language practice there should be five classes per day instead of four per day and class duration should be 45 minutes. Both learners and English language teachers called for an increase in the number of English classes as a way of improving learner English language levels. They also felt that the large number

of leased school premises and the shortage of public schools lead to a variable quality of school services and varying availability of different educational aides. Renting schools can present problems for English language teachers who want to have English language laboratories and/or clubs and for learners because there may not be the necessary physical space in the school.

It was clear that teachers are frustrated, perhaps because of the paucity of different instructional aides, which can result in poor handling of students, who then misbehave. Proper handling of students requires patience, motivation and encouragement. SAELT interviewees stated that there is a general lack of English language instructions and signage in school premises promoting the importance of English as well as a lack of English language laboratories and properly equipped classrooms.

The prescribed textbooks are not seen as practical. SAELT interviewee number 5 reported that "the English books have lots of grammar and lack of real life conversation." Learners prefer to communicate effectively and to use English in places where English is commonly spoken in Saudi Arabia, such as at hospitals and airports. SAELT interviewee number 1 reported that "The students are convinced that English is difficult because of the influence and misunderstanding of the external environment as well as lack of awareness of its importance along with the length of the lesson and short time class".

Table 5.7 summarises SAELT factors that increase or decrease the motivation for learning English language. It explains the teachers' most common perceptions and experiences based on the individual interviews. The factors that increase and decrease learner motivation are presented.

In summary, the views of English language teachers indicate that teachers believe that learners face genuine obstacles in learning English. Learners and teachers need to work together if they are to overcome the difficulties faced by learners in learning English. The next section will present perceptions of teachers in speaking English in class.

Table 5.7: SAELT perceptions of factors that increase and decrease learner motivation

Factors that increase learner motivation	Difficulties that decrease learner motivation
Listening to conversations from the real life (Interviewee, 5).	Students are convinced that English is a difficult language (Interviewees, 1, 6).
Speaking and writing in the language as much as possible (Interviewees, 3, 5, 6).	Use of Arabic more than English in the English class (Interviewees, 1, 4).
Participation of students with the teacher (Interviewee, 4).	Frustrated teachers who suffer from the lack of attention to different instructional aides (Interviewees, 3, 4, 5).
Interaction in and outside the classroom (Interviewees, 4, 6).	School environments that lack signage in English (Interviewee, 3).
Motivation of students by publicly awarding high marks and giving verbal encouragement (Interviewees, 3, 6).	Large number of students in each class (Interviewees, 2, 5, 6).
Using modern technical aids such as projectors, PowerPoint presentation, flash memory, data shows and that are words supported by images (Interviewees, 1, 3, 4).	The large number of leased schools and the lack of publicly owned schools (Interviewee, 2).
Having posters written in English (Interviewee, 2).	
Computers & the Internet (Interviewees, 2, 4, 6).	
Existence of a supportive home environment for students (Interviewees, 3, 6).	
Media (Interviewees, 1, 3, 4, 5).	
An increasing awareness in Saudi Arabian society of the importance of the language (Interviewees, 4, 6).	

5.3.5 Teacher perceptions - Speaking English in class

Continuously speaking English is one of the most important skills that can be imparted in English language classes. Learners speak of the need for it in their classes. The researcher asked SAELT interviewees "*Do you speak English in class? How? How often?*" SAELT interviewees said that they speak English inside the classroom between 70% and 80% of the class time. They said this was especially the case when they explained the lesson and used guideline phrases such as "open or close your books" or "stand" or "sit down", when they explain rules of grammar and when they give instructions to students. Between 20% and 30% of the class instruction is conducted in Arabic. This usually concerns guidance matters such as advice not to be late for the lesson, explanations of lessons, performance of exercises, simplifying English grammar

and outline translation. It is very difficult for students to understand if the whole class is conducted in English. As regards speaking English outside of the classroom, five teachers said that they do not use English because it is not used in Saudi Arabian society. One teacher said that he practised the language through the Internet and through western web sites.

SAELT interviewees were asked "*Assuming you speak the language, have you found talking in English in the classroom stimulates or encourages the students?*" All SAELT interviewees agreed with this proposition. The interviewees explained that it makes the students listen and understand the language, but they recognised that this can give rise to problems because if they speak the language with English learners, the school Principal and parents can generate anger. In order to satisfy all parties, English language teachers speak in both Arabic and English. SAELT interviewee number 3 reported that "if we speak English all the time, it affects the students, especially if it is accompanied by body movement and facial expressions." SAELT interviewee number 6 reported that "if the teacher continued speaking English throughout the class, it would motivate the students. It is true that the students would complain, but they will enjoy it when they become familiar with the language by constant use". It was seen as important for learners to be able to speak freely. SAELT interviewee number 2 said "English language is knowing how to deliver the message in the simplest words and with the movements".

After presenting the perception of teachers speaking English in class, the following will talk about the perceptions of teachers towards activities for learners of English.

5.3.6 Teacher perceptions - Activities for learners

Interviewees were asked "*What are the (best and worst) types of activities that you have found affective in motivating students?*" All interviewees said that the best activities are having different methods of teaching English and having English language laboratories. This depends on the capacity of the school and number of students in the classroom. SAELT interviewee number 3 said "the use of technology such as computers, display pictures and slides, projectors and PowerPoint are the best electronic tools in education". SAELT interviewee number 1 said "composing songs in English as well as hearing them on the English radio school activates learners in English". Interviewees felt that activities in the classroom should reflect real life daily events and activities.

SAELT interviewee number 2 referred to the need for "speaking the language so that they can understand its importance and know how to speak English". SAELT interviewee number 4 recommended that English language teachers should "avoid using the traditional method of teaching, and replace it by formation groups and make the students speak most of the time". A love of translation encourages learners to learn vocabulary through use of words in competitions and meaningful sentences.

On the other hand, all of the SAELT interviewees identified the least successful types of activities as adhering to the traditional method of teaching (for example, teaching most of the time GTM and structure of sentences) as the sole teaching method. They described this as being a one way English teaching method. Sticking solely to the traditional methods can result in a lack of meaningful exchanging of experiences, loneliness for students, a lack of encouragement and a lack of collaborative learning and a lack of change in the class. Interviewees said that students grow tired of a continuously serious atmosphere. They need some leisure time in class. English language teachers should strike a balance. It is appropriate for learners to have some fun in the classroom, but at the same time teachers have to maintain a serious attitude if they are to maintain control over the classroom and be able to explain the lesson without interruptions from noisy and boisterous learners.

Interviewees were asked "*In your point of view, what are the English language teaching methods and techniques that stimulate students?*" They suggested listening to radio stations and watching TV channels in English as a useful technique. SAELT interviewee number 2 said "Reincorporation of media personalities into conversation and applying them completely into conversation - for example, patient and physician at the clinic - is one of the best techniques in teaching". SAELT interviewee number 5 said "the text book should be supported with images derived from reality and from real stories that are understandable to the student". It was also seen as desirable to provide language laboratories and English language clubs equipped with displays, PowerPoint, computers, game cards with words and images inside the school.

Some teachers suggested rewarding students financially or symbolically through certificates of appreciation or by bestowing praise. SAELT interviewee number 1 supported the idea of a "foundation of evening clubs for the language through volunteer teachers, as well as the conduct of free courses to strengthen student knowledge or

symbolically rewarding students". Moving the class to nearby parks, coupled with cooperation with other teachers to facilitate the exchanging of different experiences, coupled with the encouragement of student interest by turning theoretical knowledge into practical lessons through exercises such as visits to airports and factories, was also suggested. Developing competitions among the students during the class by dividing students into groups and ensuring that the group as a whole wins the competition and not just individual members of the group. SAELT interviewee number 6 spoke of the value of "developing competitions not only inside the classroom but also among the students outside the school (such as at home) to develop extracurricular questions that make students look for information such as difficult medical words through challenging and honest competition."

Interviewees were asked *"What are the main motivational methods that you apply and use to motivate your students to achieve success in learning English?"* All English language teachers agreed on the usefulness of a number of commonly used methods to encourage learners in their learning. These methods include conducting daily competitions to motivate learners with direct daily evaluations. SAELT interviewee number 5 said that "giving a student the opportunity to express his own opinion in a competition is one of the better methods of stimulating learners to speak in English". Another method is distribution of magazines and short stories to learners to read and study in class and during leisure time. SAELT interviewee number 6 spoke of the value of "distributing certificates of appreciation to the outstanding students in the language, the ones who understand the main ideas of short stories and the meaning of them as well as creating a competition for the best presented work book pad and the best hand writing". SAELT interviewee number 3 spoke of the usefulness of "moral strengthening of the student, such as by saying you are an excellent student, you are good, you have raised an important point, and as well as the teacher must say that the best student today is so and so to encourage honest competition and non-discrimination". They also suggested developing attractive teaching methods for learners including the use of technology, ready-made lessons and having a collaborative manner. SAET interviewees were aware that some better performing learners did not want to share information with fellow learners because of potential competition with them, but expressed the opinion that role of a teacher is to advise learners and let them know that they are colleagues

who should cooperate with each other and that they all come to the school to acquire knowledge and practise the language.

The next section will talk about perceptions of teachers about importance of communication with parents.

5.3.7 Teacher perceptions- Importance of communication with parents

Teacher interviewees were asked "*As a teacher of English, do you have any communication with the parents of the students?*" Four SAELT interviewees said they did not have any communication with the parents of students. They said that there is no communication between the teacher, the school and home. They felt however that the father ought to be more considerate and responsible for his son, especially in the age of adolescence. SAELT interviewee number 5 said "I deliver the lesson and leave the class, so it is the school management responsibility". If, however, there is no connection between teachers, schools and parents regarding the education of learners, learners are likely to experience difficulty in achieving success and they are likely to experience difficulties in following instructions in school and at home. Any such difficulties could contribute to worse learning outcomes than might otherwise have been the case. SAELT interviewees numbers 1 and 3 suggested that there should be a strong relationship between teachers, the school and parents of learners to assist learners to feel that they are important and to feel that their teachers, the school and their parents care about them and their personal goals.

Teacher interviewees believed that the school should be like a small society and that this is the responsibility of the school Principal, the Deputy Principal and the Student Adviser. Preferably there should be communication between the teacher and the Student Adviser who in turn should communicate with parents either by telephone or in person. SAELT interviewee number 2 said "The Student Adviser has the power to communicate with the teacher and parents, but unfortunately some parents are uncooperative with either the teacher or the school".

In contrast, SAELT interviewees number 1 and 3 said they had contact with parents because they simultaneously filled the roles of teacher and Student Adviser. They found that parents were cooperative and they communicated directly with them without going through the school administration. Also, they said that all teachers should be in contact

with parents and learners to provide advice about the education of their learners. Teachers should be advisers, friends and problem solvers.

Teacher interviewees were asked "*If you have communication with the parents, does this have an impact on how you are able to help your students in their learning? Explain please?*" All SAELT interviewees believed it is important to communicate with parents if they are to assist learners in their learning. They said that constant contact between the learner and teacher and parent is part of a continuum; everyone recognises the importance of showing interest in students. SAELT interviewee number 3 said "it is better to have a close follow up between the parents, the teacher and the student". Keeping parents informed about the progress of their son is important because it encourages the father to be more interested in following up the progress of his son. SAELT interviewee number 4 said "the teacher and parents complement each other and there must be confidence between them in order to benefit students through sending SMS informing the parents that the student needs development by books, CDs, Web sites and so on to motivate the student".

Teacher interviewees were asked "*What things are done by teachers and parents to stimulate students to learn the English language?*" The interviewees suggested that encouraging learners with the curriculum would be useful, creating an appropriate atmosphere in the classroom and suggesting activities to parents such as accompanying learners to the Outreach Centre for Communities and Factories. Cooperation and advice between the teacher and parents would be to the benefit of the student. SAELT interviewee number 6 said "follow up the student closely by having the class teacher correct homework, address weaknesses and failures and encourage parents to follow up by urging the student to study and to bring dictionaries and a computer and to keep in contact with the school". Teachers agreed on the need to not disparage learners by calling them dull or stupid no matter what level of achievement the learner might have. In addition, where possible it was thought helpful to send the student to a private institute, either domestic or abroad, using summer break and other learner leisure time.

After the perceptions of English language teachers about importance of communication with parents, the next section will present teacher perceptions about importance of encouragement by school context.

5.3.8 Teacher perceptions - Importance of encouragement by school context

Teacher interviewees were asked "*Does the school environment motivate students to learn English? How?*" Most English language teacher interviewees had negative perceptions about the school environment. Four SAELT interviewees said that the school environment was not motivational because there is a negative attitude towards the idea that the school should support English by posting sign boards in English in and out of the school. SAELT interviewee number 1 also remarked that the "Low budget of schools with regard to cleanliness in all respects results in schools having a negative impact on both learners and teachers". Most teachers were upset about the negative environment of the schools that arose from schools having to occupy rented premises, the shortage of training for English language teachers, the shortage of English language teaching aids - and the end result of these factors, namely the number of English learners who have a dearth of English language skills. The relationship between learners and English ends when the class ends because of the lack of learner language activities such as English language clubs and laboratories. SAELT interviewee (1) said that it would be preferable if learners had English language clubs available to help them develop their English language abilities in lesson free periods at schools. Teachers reported that they are overburdened by the number of classes they have to teach. Teachers can be allocated 24 hours of classroom teaching per week and this can result in a fragmentation of their efforts and poorly directed activities.

However, two teachers felt that the school environment was conducive to their English language teaching because of the interest and discipline that existed in their classrooms. Their school radio carried broadcasts in English and for them the class breaks were a good opportunity for learners listen to and speak the language.

The next section will present the perceptions of teachers towards the curriculum and its effect on motivation towards learning of English.

5.3.9 Teacher perceptions - Importance of the curriculum and difficulties with it

Teacher interviewees were asked "*In your opinion, does the English language curriculum currently used to teach your students motivate them to learn English? (Yes, no) Why?*" Five SAELT interviewees said that English language curriculum does not motivate. They stated that teachers teach reading, writing, and grammar, but unfortunately they do not actively speak English because of the general lack of use of

the language. In addition, the English language listening skills of students are not activated because of the lack of English language audio materials. SAELT interviewee number 4 said "There is a gap in the curriculum because the student does not know how to write his name or how to write English letters and they are unable to speak or express themselves in the language fluently. There should be reports about each student setting out where the students stand in relation to each skill, so the next teacher can be aware of this and work accordingly to complete his task as a teacher". They felt that curriculums have been developed for their knowledge content and not with a view to helping learners to learn. The contents of textbooks do not always reflect good English usage because the authors were not specialist researchers in the field. SAELT interviewee number 1 complained "The grammar of the language is so difficult for the student and this is made more difficult because of the lack of supporting teaching methods in the curriculum, especially in relation to listening skills. This means we find at university level that each skill is separate from others".

In contrast, one SAELT interviewee thought that the English curriculum does motivate students because it is subject to constant development every year in line with the latest thinking.

Teacher interviewees were asked "*In your opinion, do you think that the textbooks used in your school are motivating your students to learn the language? (Yes, no) Why?*" Four SAELT interviewees felt that the textbooks are not interesting because the curriculum is difficult. It contains scientific material, grammar and pieces of composition that are long and that contain difficult words and there is a lack of learning aids such as tapes and signs. There is also a lack of topics derived from real life. SAELT interviewee number 6 spoke of "The lack of interaction between the teacher and the student because of the lack of interesting topics that can enable learners to talk and hear their own voices".

However, two SAELT interviewees thought that the textbooks were motivating in relation to some topics, such as preserving the environment, and that they gave direction and guidance to learners, but they nevertheless thought there should be practical applications arising out of the lessons.

The following will discuss the perception of teachers towards the importance of encouragement by Saudi Arabian society.

5.3.10 Teacher perceptions - Importance of encouragement by Saudi Arabian society

Teacher interviewees were asked "*What is the impact of the Saudi Arabia environment as a difficult environment for Saudi Arabian students to learn the English language in?*" All SAELT interviewees agreed that the Saudi Arabian context does have a negative impact on Saudi Arabian learners who are studying English. They stated that the most noticeable impact is negative because English is considered to be an alien language that is not needed. SAELT interviewee number 3 said "Some people try to use the language through their own personal efforts while a large portion of the community, 60% - 80%, does not use the language because they do not need it". Although the Saudi Arabian government supports learning the language and many jobs require English, there is a problem in the community and uneducated people do not use English but use Arabic. SAELT interviewee number 6 pointed out that "Saudi Arabia is not a tourist country in which the language is used in communication with tourists". In addition, in general Saudi Arabian society does not accept the value of communication in English and some social classes do not realise the importance of English. This is compounded by the lack of English language centres and the lack of foreign restaurants.

After presenting the perception of teachers towards the importance of encouragement by Saudi Arabian society, the following will talk about the perceptions of teachers towards the most important motivational factors.

5.3.11 Teacher perceptions of the most important motivational factors

Teacher interviewees were asked "*What are the most important motivational factors that influence your students to learn English? Explain, please.*" The following section lists in order of importance the motivating factors cited by teachers as having an influence on the English language learning of learners (Figure 5.3).

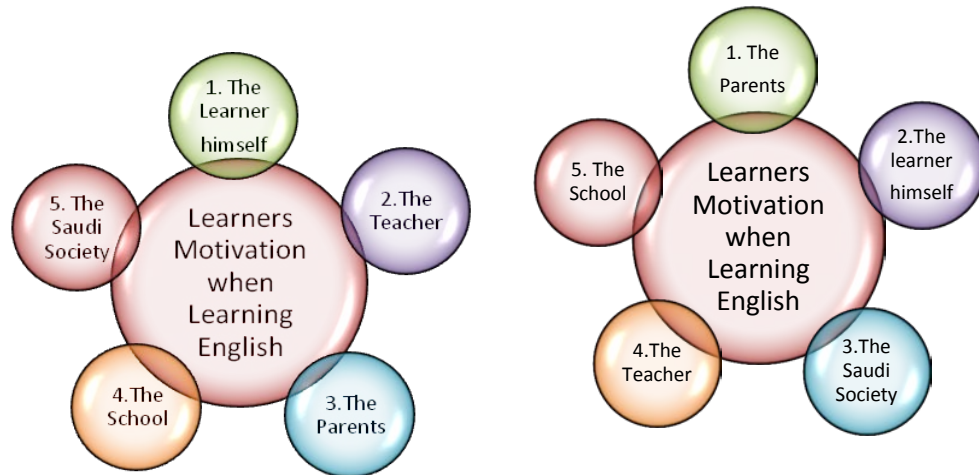
The opinions of teachers fell into two groups. Five teachers (Figure 5.3a) suggested that the greatest motivating factor is the student. If the learner loves the language, is willing to learn, carries out research in English and carries out his part, the learner will succeed irrespective of the teacher, and irrespective of the presence or absence of family support. If however, the learner hates the English language, the most likely reason will be the lack of an effective teacher. Thus, the second most important factor is the effectiveness of the teacher. The teacher is of prime importance. The teacher should be fully prepared for the task and ensure there is a full range of appropriate educational

aids, relevant technical equipment and that there is an English language club at school. Above all, teachers agreed that the teacher must be willing to teach the learner. The teacher's formal teaching qualifications may have been obtained at a Saudi Arabian university, but the teacher can make use of other avenues of professional teacher education. Such avenues might include taking domestic and foreign courses to attain the necessary teaching expertise and a more diverse educational experience. Because the teacher is the one who delivers the information to the learners and facilitates language learning, the teacher's behaviour should endear the teacher to the learners and encourage them by examinations that are testing but not overly daunting. The teacher is the developer of learner talent. The teacher can always motivate learners by using modern technology such as computers instead of simply by lecturing.

After the teacher the family is an important factor because it is a link between the learner and the teacher. The family should follow up on the progress of the learner to ensure regular attendance at classes. The educational level of the family and the usage of English at home also affect learner motivation. If the parents are educated, they will advise their child to learn English because it is an essential requirement for university study. If the family is uneducated this can cause significant problems.

Next in importance, as teachers reported, is the school because it is a mini community set inside the larger society. If the teachers and school Principals think English is important, they will have language laboratories and sources of learning, as well as a suitable, comfortable and encouraging school environment like those available in public schools. As a result, the learners will learn well. Unfortunately, some public schools have to make use of leased premises with small rooms in rented buildings used by large numbers of students. SAELT interviewee number 4 said "The ideal number in the class should be between 10-15 students, and the same applies at the Institutes; this would ensure the student spends the whole of the time in learning. There are supposed to be English guide boards posted and BBC on the school radio at student breakfast time but unfortunately the schools are negative, lack the technology, do not speak English and there is a lack of interest from some teachers and some students in the language. I hope to see discipline enforced at the school and the teacher will then be able to motivate the students".

Figure 5.3 summarises SAELT perceptions towards the most important motivational factors. It explains the most important motivational factors based on teachers' perceptions and experiences in the individual interviews. The following factors are presented.



(a): The majority of teachers (5 out of 6)

(b): The minority of teachers (1 out of 6)

Figure 5.3: Teachers' perceptions towards the most important motivational factors

Although placed last, teacher interviewees felt Saudi Arabian society is an important factor. Advertisements in the streets could be in English, companies could contribute if banks, the Chamber of Commerce and larger companies conducted language courses that were either free or available for a nominal fee. They could also establish charitable volunteer clubs to teach learners the language along the lines of clubs that provide education for the foreign, non-Muslim communities in Saudi Arabia. They could also help develop centres for the language where there are native English speakers from the US and other countries.

In contrast, one teacher interviewee ordered the factors differently (Figure 5.3b). He stated that the family is the most important motivating factor, and if the family travels abroad, the learner will understand the importance of the language. The basis for teaching the English language to male children is having follow up by the father of the progress of his son. Next in importance is the learner. If the learner tries to develop his talents and abilities, has a positive interaction with his family and if he is interested in using the language to practice without the urgings of the teacher, this will make a difference. The third most important factor is Saudi Arabian society. If there are

vacancies available for English speakers in institutions such as the hospitals, learners will realise its importance and use it to speak with foreigners. Next in importance after society is the teacher because he spends so much time with the learners. Thus the teacher can identify the outstanding learners, encourage them and advise the poor English language learners on how to improve. This teacher interviewee felt that the school does not play a role because it does not cooperate with the teacher and it does not provide the appropriate tools (such as language laboratories) for learning the language.

After perceptions of English language teachers towards learning and teaching of English language, the next section will talk about perceptions of parents in encouraging their children to learn English. (Discussion of perceptions of teachers in relation to factors that motivate learners in their learning will be discussed - presented in Chapter 6).

5.4 Section three: Perceptions of parents - Motivating their children

The purpose of this section is to explain respondents' perceptions and experiences with learning and teaching English in an EFL context. The main themes that emerged from parents' interviews were the importance of teachers in motivating children, factors that motivate children, difficulties that impede learners' progress, nature and extent of support that parents provide to children, importance of encouragement by school, importance of the curriculum and difficulties with it, importance of encouragement by Saudi Arabian society and the most important motivational factors that influence learners in their learning.

5.4.1 Parental perceptions - Importance of teachers in motivating children

Interviewees were asked "*How important is the English language teacher in motivating your child to learn the language?*". All SAP interviewees said that English language teachers are very important. The reasons included that the English language teacher is the foundation for learning the language and a major factor in learning the language. Because of this, the English language teacher should be supported by the school and by the Ministry of Education. SAP interviewee number 6 said "the teacher is the most important element in teaching the language to my son as well as providing learning to him". Another reason was because the teacher supports the cognitive side of learning the language, if the teacher is motivated, this will affect the learner and if the teacher is frustrated, this will also affect the learner. If the teacher is careless, this will affect the

level of learner achievement and the cognitive and psychological development of the learner. SAP interviewee number 2 said "English teachers encourage students to learn the language and make it lovable to them through a diversity of educational methods as well as internal and external conversations, for example at the airport. In a diversity of learning environments, when the student hears the air controller speaking to the captain of the aircraft, he will want to be able to do the same. The result is diligence and learning of English words". SAP interviewee number 3 said "indeed, when the student loves the English language that means that the teacher is successful and eminent as a teacher". In addition, English language courses for English language teachers were rated as important because of the benefits they provide to teachers through the provision of new information to them and their ability to then teach this new information. SAP interviewees felt that English language courses for English language teachers could result in teachers changing their opinions about the curriculum and teaching methods.

The next section will discuss the perceptions of parents on factors that motivate their children in English.

5.4.2 Parental perceptions - Factors that motivate children

Interviewees were asked "*As a learner of English, what are the factors that may motivate your son to learn English?*" SAP interviewees said that there are several factors including keeping the child motivated and encouraged at all times. SAP interviewee number 5 said "parents can encourage their children by providing them with a computer, the internet and internet games as well as engaging them in courses at English language centres". SAP interviewee 2 said providing "my child with a tutor because the school teacher is not enough" was an important factor, because there are many learners in the school to whom the lessons must be explained. SAP interviewees supported the idea of five classes instead of four as a means of encouraging a better understanding by the learners. SAP interviewees did not support having late class hours because the students are fatigued and tired. All SAP interviewees felt that knowledge of the English language is important because any information they may need will be written in English. This means knowledge of English is necessary. SAP interviewee number 3 spoke of the need to "learn words by heart, then the structure of sentences, and search for the meaning of the words in English. It is also important to **follow with** foreign films and listen to Western songs in English".

The following section will talk about the perceptions of parents on difficulties that impede their children's progress in English.

5.4.3 Parental perceptions - Difficulties that impede children's progress

Interviewees were asked "*What are the most difficult obstacles that impede your son in learning English?*" Three of the SAP interviewees listed the most difficult obstacles as being lack of teacher interest, which means the child attends the class without receiving much direction. In addition, the teacher does not urge students to practise the language within the local society because the teacher lives in a small community. This is different from the society in Jeddah where, for example the language is used in the restaurants, hotels and at the airport. In other words, the local society in Jeddah encourages people to learn the language. SAP interviewee number 3 said "one of the causes of unmotivated teachers is either the lack of variant language teaching methods or the lack of training the teachers". Interviewee 3 thought that "the textbook and the teacher are both obstacles in addition to there being a lack of teaching aids". SAP interviewee number 1 referred to "the lack of attention from the school to the language as well as the lack of laboratories for correct pronunciation". Several of the parents interviewed suggested that if schools recognise the significance of teacher training and development and encourage all teachers to attend further education courses, they will do their jobs better. Interviewee parents also suggested that if learners believe that English is an easy language and that they can acquire it by practising it regularly, they will learn English. Conversely, if learners do not believe that English is not an easy language, they are unlikely to master English. In addition, parents reported that the lack of English language centres in the region impacts on their children's progress. Based on personal observations by the researcher, there is a shortage of English language centres in the Jazan region, while the situation in other cities such as Jeddah and Riyadh is different.

Notwithstanding the negative comments, three SAP interviewees said it is not difficult for their children to learn English. They explained that this is because the student is able to understand scientific material in English, the government provides everything needed such as teachers, textbooks and the school and the rewards that come from studying English; some students receive SR 250 to 300 (equivalent to AUS \$83-100) per month to promote their education.

Table 5.8 summarises SAP perceptions of factors that increase or decrease learner motivation. It explains the most common perceptions of Saudi Arabian parents based on their experiences in the individual interviews. The following factors are presented.

Table 5.8: SAP perceptions of factors that increase and decrease learner motivation

Factors that increase learner motivation	Difficulties that decrease learner motivation
Always keeping learners stimulated and encouraged (Interviewees, 1, 2, 6).	Lack of teacher interest (Interviewees, 1, 3, 5).
Providing learners with a private tutor (Interviewees, 2, 3).	Lack of variation in language teaching methods and the lack of training for teachers (Interviewees, 1, 2, 3).
Using computers, the internet and internet games (Interviewees, 2, 3, 5).	Mediocre quality textbooks and mediocre teaching because of the lack of teaching aids (Interviewees, 3, 6).
Engagement in courses at the English language centres (Interviewees, 3, 5).	Lack of interest by schools in the language and the lack of language laboratories to assist with correct pronunciation (Interviewee, 1).
Knowledge of the English language that can enrich English language learning (Interviewees, 3, 4, 5).	Lack of interest by students in English (Interviewee, 4).
Learning words by heart, then learning the structure of sentences (Interviewee, 3).	Lack of centres in the Jazan region for learning the English language (Interviewees, 1, 2, 3, 5).

After presenting the perceptions of parents on difficulties that impede their children progress in English, the next section will present the nature and extent of support parents provide to their children in learning English.

5.4.4 Nature and extent of support parents provide to children

Parental interviewees were asked "*Do you think it is important for your child to be encouraged to learn English? Why?*" All SAP interviewees believed that it is important for their children to be motivated. They put forward a number of reasons including that English is the pre-eminent language in science and education. It is more important than Arabic because all materials and learning in areas such as medicine, engineering, science and research are in English. SAP interviewee number 6 said "I hope that my son will be an academic and return to serve his religion, his people and homeland by

learning this language". Most interestingly, all parents believed English is an important language and that their children must learn it. "It is the most widely used language for communication in the world and it is the language of the future, so my son needs to learn it to continue his education to obtain a doctorate." SAP interviewee number 1 said "English is a significant language for understanding the prospects for knowledge other than the mother tongue and it has a more privileged position and greater capacities than other languages".

Parental interviewees were asked "*Do you think that the motivation of parents helps children to be successful in learning English?*" SAP interviewees said that parental motivation helps their children to succeed in learning English because it is important that the child receives kind words that make him happy as frustrations can create conflict within people. SAP interviewee number 3 said "guidance comes from the parent and stimulation from the son". They felt that the father should be a good role model for the son and should show a keen interest in teaching his son. SAP interviewee number 4 said "parental encouragement of their children is vital for acquiring information, moral and material stimulation, improving personality and encouraging good work performance."

Parental interviewees were asked "*Does your son enjoy learning the English language?*" All SAP interviewees said that their children enjoyed learning English. They explained that because of the family atmosphere, the child has loved the language since early childhood. SAP interviewee number 1 said "my son is convinced of his love of the language and speaks it in preparation for admission into the Medicine Faculty". Also, because the teacher loves the material, the teacher encourages the students to love it too and the teacher's enthusiasm and actions have an impact on the learners. The student is likely to be influenced in favour of the subject if he admires and respects the teacher, and also if the teacher offers rewards such as cash prizes and symbolic gifts. SAP interviewee number 5 said "If the English teacher teaches learners through the computer and internet, advises them to watch TV programs and creates competitions inside and outside of the school, learners will enjoy the language". SAP interviewee number 6 said "The school rewarded my son with a computer valued at SR 3000 (AUS \$1000), cash money SR 100 (AUS \$33), and a certificate of appreciation because of his distinction in education". SAP interviewee number 4 said "My son distinguished himself because of his English language learning, which other students have not done".

Parental interviewees were asked "*What are the most important methods you have found that motivated your son to learn English successfully?*" All SAP interviewees said that the most important methods of encouraging their children include continuous attendance at a school where the teacher motivates the students. SAP interviewee number 6 said "Adherence to religion, the interest shown in science in his school and his commitment to the five prayers for God's Blessings are helping my son to succeed in his learning" (Praying five times a day is part of Muslim's daily life). Raising awareness about and educating learners about the importance of the language is also important. SAP interviewee number 5 said "One of the motivational methods that works with my son is communicating with others directly through the computer, watching cartoons and films suitable to his age and providing him with a computer". Joining language institutes and engaging a tutor to focus on the child alone is also seen as beneficial to provide a purpose for learning English. SAP interviewee number 4 said "It is beneficial if the father promises the possibility of travel, provides relevant materials and boosts the morale of the child where possible".

Parental interviewees were asked "*What are your ambitions for your son's future through him learning English?*" All interviewees had different goals for their children, but whatever the goal, they all required fluent English. SAP interviewee number 2 said "Proficiency in the spoken and written language is necessary for my son to be an engineer and practise the language". Also, SAP interviewee number 4 said "I want him to be a doctor, open a hospital in his own name and enhance his father, the family and the country".

Parental interviewees were asked "*Does your child speak English outside the classroom? How? How often the length of time?*" All SAP interviewees confirmed that their children speak Arabic in and out of the classroom because Arabic is their first language. SAP interviewee number 6 said "The family does not know English at home and there are few people who practise the language at home, even though they know the language, except via the internet and for self-education". SAP interviewee number 2 spoke of "The lack of English language speakers to speak with the student and sometimes the student practises the language with me, especially grammar but only for one hour ". This clearly highlights that learners lack the opportunity to continually speak the language outside the classroom in an EFL environment such as Saudi Arabia.

Parental interviewees were asked *"What do you advise parents whose children are learning English language on how to help them learn successfully?"* Recommendations given by parental interviewees in relation to this question included teaching children the language after they have learnt the Holy Quran - he who learns the language of a community, avoids their deceptions. Some communities now learn French and Spanish but still have problems in learning the English language. SAP interviewee number 4 referred to the need for "Stimulating the children to learn the language so they can acquire knowledge in the language". SAP interviewee number 3 spoke of how he "urged his son to concentrate on learning the language because all universities teach in English". In addition, existing schools that specialise in language learning need to be developed and improved so they can provide a better education for the next generation. SAP interviewee number 5 referred to the need "Not only to provide my son with a tutor but also with aids such as a computer and programs that are ready made for students". Parental interviewees recommended praying for the success of the child in this life and in the life hereafter. In Saudi Arabian society, parents always pray to Allah (God) to guide their children to knowledge, success in their studying and for the provision of Allah's care.

After presenting the perceptions of parents of learners towards the nature and extent support parents provide to their children in learning English, the following will talk about school context and its affect on motivation towards learning of English.

5.4.5 Parental perceptions - Importance of encouragement by school context

Parental interviewees were asked *"What is your view of the school learning environment as a place for your child to learn English? Explain, please."* Most parent interviewees had negative perceptions about the school environment. Parents commented that a school consists of three things, teachers, learners and the school building. Four SAP interviewees felt that the school environment did not motivate their children to learn English. They said this was because the teachers were not trained. SAP interviewee number 3 commented on "The lack of teaching aids for teachers, and as well as students should be engaged in activities such as a school radio to practise the language and stimulate their grades". If English language teachers require any teaching aids, they should talk to their school Principals. School Principals in turn can contact the Ministry of Education with a view to improving the education of learners in English. Perhaps the blame should be shared between the English language teachers and the school

Principals, but the learners suffer the consequences. This issue of teaching aids was raised by many SAP interviewees. Students are not interested and they do not interact with the language. The problem of unmotivated learners could be the result of parental attitudes that there are more important subjects for their children to learn than English while they are at school. In addition, some learners might lack interest in learning English either because of the lack of teachers with motivational classroom strategies or because some school Principals do not ensure that there are motivational learning facilities within their schools.

Parental interviewees also stated that school buildings are often a problem. Some school buildings are government owned and must conform to regulations governing class room size, lighting, air conditioning and ventilation. Government regulations state that the number of students is not supposed to exceed 20 and that the school yard should be large enough to enable students to have comfort, be relaxed and engage in physical activities. However, some school buildings are leased and are not able to accommodate facilities such as language clubs, language laboratories, exercise areas and signage boards. SAP interviewee number 5 commented "There is no use trying to entertain when teaching students through the use of internal and exterior competitions because of the large number of students in the school".

One SAP interviewee did say that the school environment was in fact motivating because doctors and pilots had graduated from the school. All SAP interviewees supported the idea of five English classes instead of four and they also supported the idea of restricting class durations to 45 minutes. They supported daily language practice that is not adversely affected by other class requirements and a prohibition on speaking Arabic during English classes to give students the chance to use the language.

In summary, nearly all parents were dissatisfied with the school context and they called for reforms and for a physical cleaning of the schools to improve learning not only in English but in all school subjects. They also called for additional English language classes to help improve the ability of English language learners to speak the language.

After talking about the perceptions of parents of learners towards schools' motivation, the following section will present the perceptions of parents towards the curriculum and its effect on motivation.

5.4.6 Parental perceptions - Importance of the curriculum and difficulties with it

Parental interviewees were asked "*Do you think that the English language curriculum for your son needs to be developed? Explain, please.*" All SAP interviewees thought that the curriculum needs to be developed, suggesting that text images and teaching should be derived from reality. SAP interviewee number 5 spoke of the need for the "Provision of language laboratories for the language because any mistakes by the teacher affects the student, especially in pronunciation and development of the four skills in English". They believed there should be cooperation between teachers, learners and parents so that they can all participate in the development of the curriculum instead of the curriculum being developed solely by the government. SAP interviewee number 6 suggested that "The curriculum needs to be developed continuously to keep up with the times and the advancement of science".

Parental interviewees were asked "*Does the English language school textbook stimulate your son to learn the language? Why?*"

Five SAP interviewees said that the school textbook encouraged their children to learn the language. They felt that the textbook was interesting and excellent and that learners would not learn and study the language in the absence of the textbook. They felt that learners relied on CLT for conversation and that this interaction was more effective than ever before.

In contrast, one SAP interviewee said that the school text book was not interesting for his son because although it contains extensive information, the information is in no particular order. This leads to the learner feeling bored because of the lack of sharp, interesting images in the curriculum that are consistent with Islamic principles.

In summary, all parents saw the need for reform of the curriculum and the need for new topics that concentrated on more CLT than GTM. Learners, teachers and parents made connections between the purposes of text books in intermediate and secondary schools and how they should relate to learner desires and goals for their future.

After discussing the perceptions of parents of learners towards the curriculum, the following will discuss the perceptions parents towards the importance of encouragement by Saudi Arabian society.

5.4.7 Parental perceptions - Importance of encouragement by Saudi Arabian society

Parental interviewees were asked "*Do you think that Saudi society stimulates your child to learn English? Why?*" Five SAP interviewees said that Saudi Arabian society does not encourage the learning of English because most people in Saudi Arabian society do not speak the language, they are not aware of its importance and in addition they do not use the language except in schools. Only about 20% - 40% of people in the community use the language. In addition, there are no English language centres or English language institutes to promote the teaching of English. None of the advertisements posted in the streets and none of the names of shops are in English, so people do not become familiar with the language. SAP interviewee number 1 pointed out that "Even if institutes are founded, they are purely commercial and established for the purpose of making a profit, not education. I do not support the tutor idea, but I am forced to use tutors because of the failure of our education system in Saudi Arabia."

However, one parent did say that Saudi Arabian society encourages the learning of English for 95% of people. This parent said that people do speak the English language, that there is study in English and that teachers do encourage their students to learn the language.

In summary, all learners, teachers and parents were dissatisfied with the current situation in Saudi Arabia as regards fostering increased motivation to learn English. They supported reforms to improve the learning of English in schools and to encourage the recognition of the importance of English across the world.

After discussing the perceptions of parents of learners towards Saudi Arabian context and motivation, the following will discuss the perceptions of parents towards the most important motivational factors and its effect on learners to study English.

5.4.8 Parental perceptions of the most important motivational factors

Parental interviewees were asked "*What are the most important motivational factors that influence your child to learn English? Explain, please.*" The following section lists in order of importance the motivating factors cited by parents as having an influence on the English language learning of learners (Figure 5.4).

Four parents had shared views about the factors influencing the motivation of their children to learn English (Figure 5.4a). These parents believed that the learner himself is

the most important influence in the education process. If the learner has an inner desire to learn the language, the family can support that inner desire. If the learner hates the language, then the primary responsibility for changing this belongs to the teacher. Other factors merely help by providing assistance, support and motivation for the learner to learn the language. If the learner hears English and is influenced by a liking of it, the role of the family enhances this liking.

Following the learner, the teacher has the greatest influence because the teacher can encourage learners through participation, competitions and personal interviews to use the language and eliminate hostility towards it. The teacher's method of teaching, use of educational aids, friendly encouragement without criticism and displays of frustration are important. Because the learner looks on the teacher as a role model, the learner is far more likely to be influenced by the teacher than by the learner's family. Nevertheless, the lack of appropriate training courses for teachers makes it difficult for teachers to put these principles into action. Sometimes teachers are not qualified to teach, they are moved too frequently from one school to another and they are not provided with the appropriate teaching tools for the subject. The teacher should have a strong desire to be an educator and should be able to learn from other teachers who have experience and access to good resources.

Figure 5.4 summarises SAP perceptions of the most important motivational factors. It explains the most important motivational factors based on parents' perceptions and experiences in the individual interviews. The following factors are presented.

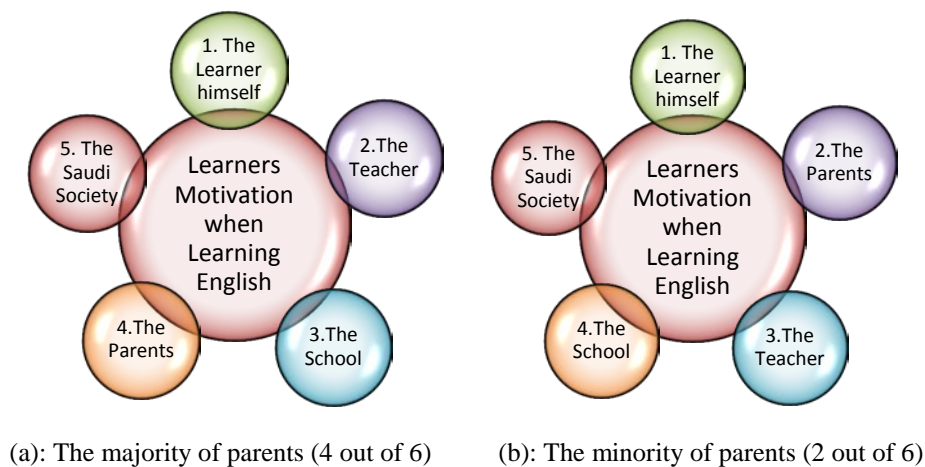


Figure 5.4: Parental perceptions towards the most important motivational factors

Next is the school, as the availability and activity of the school closely links learners to the school. The school can use this link to encourage English language learners by providing language laboratories, classes with no more than 25 to 30 students - rather than up to 40 - by following up after the English classes and by ensuring that learners actually attend English language classes. Following the school, the family is an important factor because it nurtures the learner, checks up on the learner's progress, guides the learner and encourages the children of the family.

Finally, Saudi Arabian society is thought to have the least impact on motivating learners to learn English. Unfortunately the general Saudi Arabian community does not speak and use English because it does not accord the language its proper importance. There is a shortage of institutes and English language centres. Commercial institutions speak Arabic. Saudi Arabian society is slow to accept change and changes are usually seen negatively. For example, there was opposition in Saudi Arabian society to the education of women during the reign of King Faisal. If students are to use and practise English, they must have contact with foreigners in their local area.

In contrast, two parents had slightly different views (Figure 5.4b). Although they also believed that the learner is the most important factor, they felt that the next most important influence is the family. The learner lives in his family's home and the family's education, culture and interest in the importance of the language will be reflected by the learner, as will the fluency of the family in the language and the use of the language at home. Next in order of importance is the teacher, followed by the school and finally, as with the other four SAP interviewees, the Saudi Arabian society.

Also, discussion of perceptions of parents in relation to factors that motivate their children in their learning will be discussed - presented in Chapter 6.

5.4.9 Ranking of perceptions of all stakeholders towards the most important motivational factors

Based on the ranking system described in the data analysis section (section 3.8), learners, teachers and parents all ranked learners as the most important motivational factor, giving them scores of 28, 29 and 30 respectively (Table 5.9). Next were teachers, who were given scores of 22 by all stakeholders, but by far the least important was the Saudi Arabian context (scores of 6, 8 and 6 respectively; Table 5.9). While learners and

parents both considered schools and parents to be of similar importance (all scores between 16 and 18; Table 5.9), teachers reported that the parents were much more influential than the school, giving scores of 20 and 11 to parents and schools respectively (Table 5.9). Table 5.9 summarises the scores (total points) obtained from ranking of importance of motivational factors as described in attribution of points within the data analysis section (section 3.8). Information relates to the learners', teachers' and parents' perceptions expressed in the individual interviews.

Table 5.9: Learners', teachers' and parents' perceptions about the order of importance of motivational factors.

Motivational factors	Scores of perceptions of		
	Learners	Teachers	Parents
Learners	28	29	30
Teachers	22	22	22
Schools	16	11	16
Parents	18	20	16
Saudi Arabian society	6	8	6

5.5 Summary of the qualitative data about motivation

The results of qualitative data indicate that learners, teachers and parents have varying views on factors that influence the motivation of learners in their learning of English. These are shown by their responses to the motivational questions. Although learners, teachers and parents believe that the school context and the context of Saudi Arabian society are not necessarily decisive factors for learners, they do believe that there should be a closer connection and a closer relationship between teachers and parents so as to produce an improvement in the learning of English and to enable learners to overcome their difficulties of English.

The researcher presented the perceptions of learners, teachers and parents of learners towards motivational factors and the curriculum, revealing the most important factors

and their effect on learners studying English. The following chapter will discuss the findings of this research and the influence of perceptions on motivation.

6. Discussion

6.1 Introduction

This chapter discusses quantitative and qualitative results based on Chapter 4 and Chapter 5, respectively. In the sections that follow, the researcher compares and contrasts the data presented in the study with findings from other motivational research. The most important issues that emerged from the quantitative and qualitative data are discussed in this chapter. This discussion focuses on perceptions of motivational factors that affect English language learning in Saudi Arabia, specifically the role of learners themselves, their teachers, the families of learners, the schools and the impact of Saudi Arabian society and the EFL context. Also, this chapter will answer the questions of this research study. As stated in Chapter 3, while question 1 will be answered based on the quantitative and qualitative data, questions 2 and 3 will be answered based only on the qualitative data.

6.2 1st. Research Question (Q1)

What are the perceptions of learners in relation to factors that motivate them in their learning?

6.2.1 Learner perceptions of their motivation to learn English

Generally, the majority of learners liked English. With relation to the open-ended questionnaire, 181 out of 223 (81.16%) respondents gave a positive answer to question 1 "*Do you like English language classes? Why or why not?*" The view of Burning et al. (2011) is that if learners view English as one of their favourite subjects, it will result either in successful outcomes or better performance in learning English. Therefore, the majority of respondents could have some motivation to study English. On the other hand, a minority of learners, 42 learners out of 223 (18.83%) said that they were unmotivated and did not like learning English. They criticised their English language teachers and their teaching methods. They also blamed themselves and the scheduling of lessons at times that were late in the school day. One reason for this could be because of the scheduling of English classes in the late afternoon in Saudi Arabian schools. For

example, learner interviewee number (5) reported that the late afternoons are very hot and students are tired. This is not conducive to effective learning.

Whether learners like English or not, most respondents (68.6% or 153 out of 223) strongly agreed with the item 5 "*studying English is more important because it will be useful in getting a good job*" (Figure 4.1, p.119). Learners described their external reasons for learning English, with their main objective to obtain employment, although learners also revealed other desires and goals. In group discussions, some learners revealed a desire to spread their Islamic religious beliefs in the English speaking world. Some learners also showed a desire to become English language teachers or translators in companies operating in Saudi Arabia, such as industrial and oil companies that employ many foreign workers. In the focus group interviews, one of the learners said that one of the reasons for this result could be that modern technology relies heavily on the English language and that English is used to facilitate communication with foreign employees. If the results of those who strongly agree (153 out of 223) and those who agree (46 out of 223) in relation to this item (5) are aggregated, it becomes apparent that the majority of learners (89.2% or 199 out of 223 learners) have strong instrumental motivation. This is consistent with Ellis (1994) who found that in contexts where learners do not communicate in English or do not have an interest in English language culture, instrumental or extrinsic motivation can have a stronger impact on English learning than integrative or intrinsic motivation. Lukmani (1972) found that non-Westernised L2 learners who studied English in Bombay in India had much more extrinsic motivation than intrinsic motivation and that instrumental motivation is more important for them. However, there were some learners (1.3% or 3 out of 223) who strongly disagreed with this proposition. In fact, in the focus group interviews, one of the learners explained that learning English was not important to him because his ambition is to join the military service, a job which does not require the English language.

Specifically in the Saudi Arabian context, Al-Amr (1998) has reinforced the findings of Moskovsky and Alrabai (2009) that instrumental motivation is more appropriate for language learning in the Saudi Arabian EFL context because learners do not communicate regularly with native English speakers in English and because the culture of English language speakers is far removed from Saudi Arabian culture. The importance of instrumental motivation has been given greater weight than integrative

motivation by a number of authors who have found that learners in EFL settings do not have regular contact with English language speakers and have little knowledge of their culture (Alrabai, 2010; Clement & Kruidenier, 1983; Ellis, 1994). The results of this research support the results of previous research into the motivation of L2 learners learning English. Research (AlMaiman, 2005; Alrabai, 2010; Al-Shammari, 1984) has found that extrinsic or instrumental motivation is highly important to Saudi Arabian learners who learn English in an EFL context. Furthermore, Gardner (1985) writes that most learners in an EFL context learn English because of external goals. The external goals of learners motivate them to spend their own time learning and to make more effort to learn English and achieve greater success in their language learning (Burning et al., 2011). This result is consistent with the quantitative data, in which 207 out of 223 learners (92.8%) agreed with the item 2 "*I should spend time and effort in learning English*". Learners placed great importance on the usefulness of learning English to communicate with others and the future benefit to the learners of being able to speak English in a country where English is a foreign language.

Although there are some Saudi Arabian learners studying English mainly to obtain jobs, others have additional reasons to learn it, such as communication in English. Indeed, Table 4.1 (pp.116-117) shows that the highest percentage of learner agreement (96.4%) is to perceptions about item 6 "*Activities in this class should be designed to help the students improve their abilities to communicate in English*" and item 8 "*English is very helpful for communicating with foreign labourers working now in Saudi Arabia*". Also, most learners strongly agree with both of these items (65.9% or 147 out of 223). In addition, it is apparent that Saudi Arabian learners have positive perceptions towards learning English. This arises not only because of their need to speak English but also because of their agreement on the need to communicate in English inside the classroom. However, speaking in English is at a basic skill level so there is a need for other skills to help in learning English. The learner responses to item 6 and item 8 (above) reveal that learners want to improve their English, especially for communicating with native English speakers who work in Saudi Arabia. Although not many foreigners in Saudi Arabia speak English fluently, practising English and communicating with English speakers of any level of fluency would increase motivation to learn English in the Saudi Arabian community (Alabbad, 2009; Al-Alameri, 2009). This means that the participants in this study had instrumental motivation to learn English. In addition, this

kind of communication and interaction is vital for learners in an EFL context (Brown, 2007a; Dornyei, 2001a; Dornyei, 2001b; Gardner, 1985). In addition, if teachers demonstrate to learners that they are passionate about the language and make a noticeable effort in their English language teaching, learners will respond and acquire a liking of the language. According to Csikszentmihalyi (1997) and Dornyei (2001a), if English language teachers love the language, seek out new motivational methodologies, explain the materials well, revise lessons with learners and support learners when they have difficulties, this will have a positive impact on learners to enjoy and study English.

If we aggregate positive responses from the learners to item 10 "*Students in English class should let the teacher know why they are studying English so that the lessons can be made relevant to their goals*", 92.4% or 206 out of 223 learners agree with this item. For example, activities outside the school, such as school trips, permit learners to interact with additional learners and with other people who would not be available within the daily classroom routine. Cooperation and coordination between the school and English language teachers is required to create different ways of teaching (Chapman & Vagle, 2011; McLean, 2009). If teachers expose learners to a range of places such as universities, hospitals, restaurants, other schools and hotels, this real life experience will have a positive impact on learners as they remember such moments when they return to the school (Alnatheer, 2013; Oxford, 1996). Learners can also use these opportunities to ask their English language teacher about words that they have encountered outside the school. It is clear that learners feel the need for activities inside and outside the classroom to align with their goals.

Brown (2007b) states that a teacher's responsibilities include division of learners into peer groups working competitively, use of new teaching and learning methods and communication with learners in a relaxing and secure environment. However, English language teachers need to be cautious about creating competition between learners because this can lead to conflict between low level and high level achievers (Brophy, 2010; Covington & Teel, 1996; Deci & Ryan, 1985). Dornyei (2001a) writes that one approach that decreases levels of learner motivation is overuse of individual competition between learners because this can lead to disagreements and arguments in the classroom.

Research (Brophy, 1998; Brown, 2007a; Cambourne, 1988; Cashin, 1979; Dornyei, 2001b; Erlenawati, 2002; Lucas, 1990; Raffini, 1996) has found that it is essential to ensure a supportive classroom environment. Threatening classrooms make assignments and activities complicated and difficult. Negative teacher behaviour, negative feedback, negative words, unwarranted criticism of learners and shouting, especially when coupled with a lack of any opportunity to explain themselves, should be avoided. Dornyei (2001b) writes that threatening English language classrooms make learners nervous and make it difficult for them to understand the subject. Many learners agree that they prefer to learn English in English language classes where they do not feel threatened. One example of a threatening classroom is a classroom where learners are anxious as, for example, the teacher and other learners laugh at the mistakes of individual learners. Interestingly, the effect of anxiety was not reflected in the quantitative data. 154 out of 223 learners (69%) did not agree with item 11 "*I am afraid other students will laugh at me when I speak English*". The majority of learners indicated that they feel self-confident in their ability to learn and speak English and their ability to ignore the ridicule of others. Thus, based on this study, learners have a supportive classroom environment. However, learners do struggle with communication because of the low level of English language awareness, and that Saudi Arabian society does not generally encourage them to speak English.

In summary, learners are positive and strongly influenced by activities that involve use of English and they are encouraged in their English language learning if their English language teachers communicate in English in class. This enables learners to participate and use English words in a comfortable setting. The next section will talk about the perceptions of English language teachers on encouraging their learners in English.

6.2.2 Learner perceptions of their teachers

The findings regarding learner perceptions about the effect of their teachers on learner motivation indicate that learners have positive views about their teachers. When levels of agreement are aggregated, both item 15 "*Teachers teach students learning strategies*" and item 16 "*My English teacher uses a dynamic and interesting teaching style*" attracted more than 70% of positive learners' responses. In addition, according to learners perceptions, committed and motivated teachers are the most important factor. Of responses to item 13 "*Teachers should show a good example by being committed and motivated*" 80.3% (or 179 out of 223) of learners strongly agreed (Table 4.2). This

item reveals that learners have a definite wish for their English language teachers to be committed in their teaching and for them to be role models when they teach English. Consistent with this, Pintrich and Schunk (1996) stated that learner motivation increases where teachers act as role models and if they are enthusiastic in the way they teach the subject. Also supportive of this, Dornyei and Csizer (1998) conducted a survey with 200 Hungarian English language teachers, taken from university, secondary school, elementary school, language school and private practice. Their results emphasised that one of the most important factors for effective enhancement of learning is that teachers are committed and enthusiastic about teaching English (Dornyei & Csizer, 1998). However, in many EFL contexts this is not the case. Indeed, Makrami (2010) surveyed 507 university learners in Jazan City, Saudi Arabia, to measure motivation, anxiety and attitudes towards English. He found that many Saudi Arabian learners did not concentrate on their learning or maintain discipline in the classroom. Learners were observed to laugh and to attend classes very late. Many teachers were unhappy with their learners, did not know how to control the classroom and did not know how to motivate learners to study English (Makrami, 2010).

The second most important item to emerge from the questionnaire in relation to learner perceptions of their teachers concerned the item "*Beside the grades, teachers should give learners other rewards*". As indicated in Table 4.2, 70.4% of respondents agreed with this item (157 out of 223 learners). Therefore, more than half of the respondents felt that rewards would increase their motivation, suggesting that rewards can encourage learners to be enthusiastic about their learning. Similarly, Dornyei (2001b, pp.129-130) concluded that offering rewards, such as trivial material rewards (like a single sweet or cookie) or a certificate to mark achievement, is one of the more powerful motivational tools for positive learning outcomes. However, overuse of rewards can undermine learning, as learners concentrate more on the rewards than on their intrinsic motivation (Brophy, 1998; Dornyei, 2001b). Therefore, there should be a balance between stressing the intrinsic value of learning and giving learners rewards to encourage them.

In summary, learners are generally positive about English language teachers, but they would like to experience more inspirational English language teachers who have knowledge of teaching methodologies that encourage learning of English.

6.2.3 Learner perceptions of parental influence on learner motivation

Table 4.3 indicates that 40% (or 90 out of 223) learners strongly agreed with the item "*My parents encourage me to study English*". Although the categories of agreement (strongly agree, agree and somewhat agree) represent different levels of agreement, all are positive responses. If the positive responses are aggregated (78% or 174 out of 223) this item received the highest percentage of agreement. Similarly, learner responses to the open-ended questions showed that 63.22% (141 out of 223) agreed that their parents encouraged them. This indicates that learners receive encouragement from their parents in learning English. Parental encouragement, whether intrinsic or extrinsic, can encourage children to love English. Parental encouragement gives children confidence in their ability to master English. During the focus group interviews, many learners responded in similar fashion by saying that they are encouraged by positive parental attitudes towards learning English and that this helped them to be more motivated.

A similar finding emerged in the interviews where four out of six learners (or 66.6%) reported that their parents encouraged them to study English. Learner interviewees reported that some of the ways in which parents encouraged their children included helping them in their homework, communicating with them in English and providing them with external assistance, such as private tutors to assist them in English. Thus, if parents are aware of the importance of English, learners are helped to overcome the difficulties that they encounter in their learning of English.

Item 17 of the questionnaire stated "*My parents help me in learning English*" and 157 out of 223 respondents (70.4%) reported receiving assistance from their parents. In the focus group interviews, learners also referred to the need for motivation from their parents as well as their teachers. Likewise, AlMaiman (2005) and Gardner (1985) state that foreign language learners need family support and encouragement to overcome their difficulties and to have positive attitudes towards learning of English. This issue of parental encouragement is consistent with the observation of Brophy (2010) that learner encouragement and achievement will increase if they attend classes and if attention is paid to learners by their parents, by their teachers and by the school.

Although parents can be seen as the major potential motivational factor, encouragement from teachers at school is still necessary. A collaborative relationship between teachers and parents offers support to learners and has a positive effect on their learning

(Dornyei, 2001b). There is an active role for parents and teachers in relation to the education of children (Gardner, 1985), as the attitudes and involvement of parents in language learning, along with the cooperation of teachers, are two major factors that help in the development of L2 learning. If parents have positive attitudes towards English and are interested in the subject, children will learn the language because of the encouragement of their parents. This is consistent with Choy's (1993) finding that in an elementary Japanese bilingual program in the USA, one of the contributing factors that motivated children to acquire the Japanese language was parental encouragement and involvement with their children in school. Thus, parental engagement with children in learning a language is a positive attribute to successful learning.

Gonzalez, Willems and Holbein (2005) conducted research into the relationship between parental involvement and motivation of learners from elementary levels to high school levels. Their research demonstrated that one way of increasing learner motivation in schools is through parental encouragement and involvement with schools. In the Saudi Arabian context, research has been conducted on the motivation of Saudi Arabian learners to learn English. Al-Bassam (1987) studied the relationship between achievement in learning English and motivation, attitudes, parental encouragement and satisfaction with the English program in relation to three high school female learners in Makkah city, in years ten, eleven and twelve. Al-Bassam found a strong correlation between parental encouragement and support for their children and high language achievement. Al-Bassam found that learners who received encouragement from their parents obtained higher marks in their English language learning. Al-Bassam's results were consistent with research by AlMaiman (2005) with 301 male seventh grade public school students. The work by AlMaiman found that the highest level of encouragement before learners enter formal schools and after they learn English occurred where parents encouraged their children to learn English. This means that the contribution of parental encouragement in Saudi Arabia can lead their children to be successful in their English language learning.

Although most learners (78% or 174 out of 223) agreed with item 18 "*my parents encourage me to study English*", 22% (or 49 out of 223) of learners nevertheless disagreed with this item. This is supported by the responses of open-ended questions in which 36.7% (82 out of 223) felt that their parents did not encourage them to study English. Gardner (1985) and Dornyei (2001a) argue that when parents do not ask their

children about their progress and where there is no communication between parents and teachers about their level of progress in learning (Gardner, 1985), this has negative effects on learner motivation. For example, learner interviewee number 5 reported that "parents did not encourage me to learn English because they are "too busy" with their work". Another learner interviewee (number 6) said that "my father and mother are "illiterate" in both Arabic and English and they lack knowledge of the importance of English". Despite the fact that they are not encouraged by their parents, they still seem to learn the language.

In summary, where parents encourage their children, this is perceived by learners as having a positive effect on their learning. The results indicate as shown in item 18 "*My parents encourage me to study English*" (78% or 174 out of 223 agreed) that participant views of the motivation provided by their parents are a positive factor because this helps them in the school setting.

6.2.4 Learner perceptions of the impact of the school on their motivation

The findings regarding learner perceptions about effect of the school context on learner motivation indicate that learners have negative views about their schools. Item 20 of the questionnaire asked about this topic "*My school atmosphere is an encouraging context to learn English*". 130 out of 223 respondents (58.3%) disagreed with this item. Also, in responses to the open-ended questions, 135 out of 223 (60.53%) learners felt that they were not encouraged by their schools. This result is consistent with learners reporting in the interviews that their schools did not encourage them to learn English. Some of the reasons for this are the absence of a range of resources, the lack of activities inside and outside the classroom and the frequent absence of teachers during English language classes due to sickness or other reasons.

In support of this, 64.1% (or 143 out of 223) learners strongly agreed with item 21 "*I think that I would get better results if there are computers for learning English in my school*". Indeed, if the categories of agreement are aggregated, 92.4% (206 out of 223) learners support this item, showing that learners believe that using computers should be part of their English learning. Thus, the findings from the statistical analysis indicate that there is a substantial perceived need for computer labs in Saudi Arabian schools. In addition, learners are likely to be motivated if schools give them the tools to improve their education (Alabbad, 2009). Where there are computers in classrooms or in English

language clubs, learners can engage in self-directed study to teach themselves English by access to learning websites, online magazines and short stories about English culture and customs (Alabbad, 2009; Alamri, 2009). The learner focus group interviews also indicated that the failure to supply computers for learners is a genuine problem in Saudi Arabian schools.

Alabbad (2009) found that when learners learn English with the help of computers, the outcome is positive, showing that the use of English language laboratories and computer labs is important in schools. The expression "computer lab" in a school context means a facility that can include technological aids such as audiotapes, compact discs (CDs), digital video disc (DVDs), videotapes, overhead projectors and computers. All these tools both assist learners in their learning and assist teachers in lesson presentation in the traditional classrooms. Brown (2007b) says that one advantage of using technology in learning is that it can enhance lessons by providing visual material that can be reused. Brown (2007b) also writes that computers can enhance language learning if learners use them effectively, allowing learners to learn the language in a faster manner than is likely if traditional classroom methods are used (Egbert, 2005). Computer assisted language learning (CALL) can be a powerful tool. Learners can pronounce English words and letters, communicate with teachers via email, discuss topics, use English to research topics and update their teachers about what they have found on the internet. This can help teachers be aware of how learners can use the internet in positive ways. Brown (2007b) suggests that learners can be encouraged and motivated through use of computers and that this is beneficial to teachers and learners.

Khan (2011) conducted a diagnostic analysis of learning difficulties in English in Saudi Arabia. Khan (2011) found that one of the problems faced by Saudi Arabian learners was the lack of technology in schools and the lack of availability of computer labs for English language learners. Khan (2011) urged that computer labs should be used and that they should be seen as an aid to motivating learners and helping them to enjoy their English language learning. Khan's results (2011) were supported by Gitsaki (2011) who conducted an empirical study with 215 university learners who completed a questionnaire and 17 volunteers also participated in semi-structured interviews. Gitsaki (2011) reported that learners had low motivation to learning English because of the inactive role of learners, poor teaching methodologies and because of a lack of modern technology such as computer labs. Gitsaki (2011) argues that learners have a highly

positive attitude towards teaching methods that use resources such as multimedia and computer technology.

In light of Gitsaki's (2011) findings, traditional teaching resources such as textbooks, blackboard and chalk should be exchanged for more recent technology that gives teachers the opportunity to offer learners options that suit their learning. Gitsaki (2011) points to the willingness of Saudi Arabian English language teachers to attend professional training relating to implementation of technology, to move away from 'old' methods and to implement computer technology in their schools. The results obtained by Gitsaki (2011) are similar to those obtained by Alabbad (2009), who found that in the context of Saudi Arabia the majority of participants (76.7%) had positive attitudes to changing their learning and were willing to attempt new technologies in learning English. Schools and teachers should be aware that a key factor in motivating learners can be the use of computer labs in Saudi Arabian schools.

Although negative perceptions can have harmful influences on learners in their learning, positive attitudes and satisfaction with teaching methods such as computer laboratories can lead to better results. Al-Bassam (1987) writes of the relationship between learner satisfaction with their learning and high achievement at schools. An English language course can meet the needs of learners by helping them to develop their language skills, by encouraging them to practise English in computer labs, by engaging in collaborative learning and by searching for different knowledge. These can all help learners to learn English.

In addition to a need for technology such as computers, the interviewees indicate that learners have difficulties with and complain about their English language curriculum. This result is consistent with the learner reports in the questionnaires and interviews, where they claimed that their curriculum does not encourage them to learn English. Some of the reasons for this are that the curriculum is weak and has a focus on grammar. Another reason is that learners would prefer that the curriculum reflects their needs and goals in learning English. Item 10 of the questionnaire asked about this topic "*Students in English class should let the teacher know why they are studying English so that the lessons can be made relevant to their goals*" and 206 out of 223 respondents (92.4%) agreed. This is consistent with the views expressed in the learner interviews, where they said that they need teachers to listen to their needs so they can encourage

them in the language, and that this can have a positive impact on whether they continue learning it.

AlShumaimeri (1999) and Al-Hazmi and Scholfield (2007) have written that Saudi Arabian learners concentrate on passing final exams and on passing grammar tests without paying much attention to communication skills. Preferably, the curriculum should focus on communicating in English and on writing the language accurately. Inspirational curricula can lead to motivated English language teachers and learners (Hiep, 2007). Item 7 of the questionnaire stated "*I prefer that there were **better** assessment methods (e.g. portfolio, collaborative projects, assignments, self-learning tasks, etc.) other than traditional paper-based tests*" and 152 out of 223 respondents (68.2%) agreed. This is consistent with the views of learners in the interviews, who indicated their need to have a variety of modern assessments in the English subject rather than the traditional ones, and that they wanted to learn the language and obtain better marks in a variety of ways.

To summarise, learners feel that they lack encouragement from their schools and have difficulties with the curriculum. In addition, the research results, as shown in item 21 (64.1%, or 143 out of 223 learners), indicate that participants perceive that they will enjoy learning English if there are more facilities to support them in their English language learning. Examples of these facilities are the introduction of computer labs and establishment of English clubs at schools.

6.2.5 Learner perceptions of the impact of Saudi Arabian society on motivation

One finding arising out of this research is that learners have negative views about the impact of the Saudi Arabian society on their motivation to learn English. This result is shown in the replies to the open-ended question (number 5) in which 153 out of 223 (68.61%) learners reported that Saudi Arabian society did not encourage them to learn English. In addition, in the surveys more than half (119 out of 223 or 53.4 %) of learners disagreed with item 24 "*I believe that Saudi Arabian context is encouraging for learning English*". Some of the reasons given were that many Saudi Arabian people prefer not to speak English, there is a lack of English language centres particularly in Jazan city, there is a lack of foreigners who speak English and that the government did not pay sufficient attention to the need to encourage people to communicate in English.

Furthermore, responses to item 25 "*English is an international language for communication, and I may use it in my travel abroad or for the internet*" indicate that 82.5% (184 out of 223) of the learners strongly agreed that English language ability is needed throughout the world, especially in travelling and using the internet (Table 4.5). Indeed, if levels of agreement are aggregated, we learn that item 25 "*English is an international language for communication, and I may use it in my travel abroad or for the internet*" attracted the highest percentage of agreement (211 out of 223 learners or 94.6%). It is noteworthy that learners generally have positive attitudes to English and a strong belief that English is a global language and that it is worthwhile for learners to practise English in a Saudi Arabian context.

Another example is illustrated by item 23 of the questionnaire that stated "*English language course materials for students must deal with the topics related to Saudi Arabian culture and context*", to which 206 out of 223 respondents (92.4%) agreed. This is consistent with the majority of learners who said that the Saudi Arabian environment does not encourage them to study English because the English language curricula are not relevant to Saudi Arabian culture.

In summary, the unavoidable conclusion arising from any examination of the perceptions about the impact of the Saudi Arabian context on motivation to learn English is that for the most part, learners have negative attitudes about the Saudi Arabian context. There are understandable reasons for this. They do not live in an environment that allows them to freely learn English. For example, some Saudi Arabian people do not want to practise English because they see no need for it, some people dislike English as a language from a foreign culture and others see no value in speaking English because of the lack of English native speakers in Saudi Arabia.

6.2.6 Summary

The answer to the question "*What are the perceptions of learners in relation to factors that motivate them in their learning*" exposes that learners perceived positive motivational factors including themselves, their English language teacher and their parents. However, the school and the Saudi Arabian society were perceived as negative motivational factors that influence them in their English as an EFL context. Also, learners have different answers to the perceptions of motivational factors. Although the following sections will cover teacher perceptions (Q2) and parent perceptions (Q3), as

stated in the methodology chapter, the purpose of these sections is to have consistent information about motivational factors that influence learning of English in Saudi Arabia.

6.3 2nd Research Question (Q2)

What are the perceptions of teachers in relation to factors that motivate learners in their learning?

6.3.1 Overall discussion of perceptions of teachers: Motivating their learners

The results and the data analysis of perceptions of teachers in relation to motivating their learners have been grouped into six categories derived from the interviews with six teachers: the interest of the teachers in teaching English, the importance that teachers place on motivating learners, how teachers act to motivate learners, difficulties experienced by teachers in motivating learners, the perceptions of teachers about the speaking of English in class and the perceptions of teachers about activities for English language learners. The findings relating to the perceptions of teachers about encouraging their learners indicate that teachers perceive that learners face genuine obstacles in learning English. Learners and teachers need to work together if they are to overcome the difficulties faced by learners in learning English (Chapman & Vagle, 2011; McLean, 2009).

Of the six English language teachers interviewed, all of them found teaching English to be an interesting experience and all believed that their teaching style was appropriate for encouraging learners. Consistent with this, 73.5% (164 of 223) of learner respondents to the closed-ended questionnaire item 16 gave a positive response, suggesting that their English language teachers used a dynamic and interesting teaching style. Moreover, all teachers interviewed felt that insufficient educational opportunities for learners, or a lack of stimulation in the class, can lead to learners being disappointed and to ineffective English language learning. This is consistent with learners' aggregated positive responses to item 12 of the closed-ended questionnaire, which indicated that 68.2% (152 of 223) perceived that the current English language teaching methods used in Saudi Arabia had an adverse impact on their attitudes towards English learning or their performance in English.

Consistent with the teachers' perceptions, research (Crook, 1997; Veenman, 1984; Wlodkowski, 1986) has strongly recommended ongoing teacher training programs to raise the abilities of teachers and to expose them to new methods and principles in teaching English. If teachers are well trained, they will encourage learners, they will obtain greater teaching skills in English and they will have positive perceptions towards learner learning. This is relevant to teacher perceptions of how they can encourage learners. Zaid (1993) found that having supervisors of English language teachers can be beneficial because they can advise and evaluate the English language teaching of English language teachers and they can provide English language teachers with a better educational framework for improving their English language teaching.

Teachers reported in the interviews that the difficulties in motivating learners included the large number of learners in each class and a heavy teaching load. For example, three teacher interviewees (2, 5, 6) stated that the class sizes are too large for effective teaching and one interviewee (2) reported that "we have too many subjects that we are required to teach" (see Table 5.7). Zaid (1993) also found that teachers experience difficulties because of a heavy English teaching load of between 20 and 24 hours each week and because of large classes size of between 25 and 37 learners per class. In addition to a heavy English language teaching load, teachers also have to mark assignments, prepare for lessons and tests, be responsible for additional English language activities inside the school and supervise their classes. Zaid (1993) concluded it would be preferable if English language teachers taught for about 16-20 hours each week, that they should have the necessary time to prepare for upcoming classes and that they should have the necessary time to carry out research aimed at benefitting learners. Zaid found that the preferable class size should be between 15 and 22 learners per class and that this would ensure that English learners had the opportunity to speak and communicate in English and listen to each other in a relaxed atmosphere.

In relation to the teachers' perceptions about the question "*Do you speak English in class? How? How often?*" teachers reported in the interviews that they all speak English in their classes between 70% and 80% of the time. However, Al-Ahaydib (1986) and Zaid (1993) have found that use of Arabic in English classes influences learners to think in Arabic and translate into English instead of thinking in English. Research (Alabbad, 2009; Zaid, 1993) has recommended that speaking English inside and outside the classroom is one of the better ways to produce fluent English speakers because it

exposes learners to more English. Thus, although 55.6% of learners (124 of 223) preferred to have more Arabic than English spoken in class (item 4 of the closed-ended questionnaire), English teachers should exercise caution about speaking Arabic unless there is an important reason for speaking Arabic as well as English.

Teacher interviewees believed that exclusive use of traditional teaching methods can result in a lack of any meaningful exchange of experiences, a lack of collaborative learning and a lack of stimulation in the classroom. Instead, all teachers suggested in the interviews that use of activities such as real life conversations, exposure to media and television and computer based learning would be better to motivate learners. For example, SAELT interviewee 5 reported that he prefers to use examples from real life communication in the classroom so his students can interact easily in airports, hotels and hospitals (Table 5.7). This is supportive of Alabbad (2009), who states that the time to teach learners by traditional methods has now gone and teachers should become learner-centred educators instead of teacher-centred educators. This will have a positive impact on learners and they will practise and learn English more effectively (Alabbad, 2009). Dornyei (2001b) also writes of the need for teachers to enable learners to communicate in English, to share their ideas and increase their participation by ensuring a relaxing and secure classroom. Dornyei (2001b) states that a mutual understanding between learners and their teachers about what everyone should do in the classroom can result in motivated English language learners and engaged teachers who give better lessons. In addition, research (Alabbad, 2009; Liao, 2004) has found that CLT, which focuses on communication and interaction, is a teaching methodology that is necessary in EFL contexts.

In summary, all six teacher interviewees believe that the use of activities that involve the realistic use of English is a beneficial strategy for motivating learners. English language teachers feel that English language learners should speak mostly English during class because this enables learners to participate and use English sentences in a real life setting.

6.3.2 Teachers' perceptions about the motivation provided by parents of learners

Based on the teacher interviews, the findings indicate that teachers perceive that parents need to encourage their children to learn English. Two SAELT interviewees (3, 6) reported that a supportive home environment increases student motivation to learn. In

addition, based on the teacher interviews, the findings indicate that teachers perceive that communication with parents to update them about their children is necessary to increase parental interest in their children's learning (SAELT Interviewee 3). Good communication results in cooperation between teachers and parents to motivate the learners (SAELT Interviewee 4). Supportive of this, Chapman and Vagle (2011) state that there should be a strong relationship between teachers, the school and parents of learners and that this will assist learners to feel that their teachers, the school and their parents care about them and their goals. In addition, Zaid (1993) writes that a connection between teachers and parents is likely to increase learner achievement and performance in English. Despite this, some parents in Saudi Arabia are unaware of the importance of English as an EFL subject and recommend that their children focus on subjects other than English in order to have general information about other areas of learning. This is shown by the positive response of 57.8% (129 of 223) of learners to item 19 of the closed-ended questionnaire: "*My parents think that there are more important things to study in school than English*" and is consistent with the reality that some parents are unable to recognise the importance of English as an international language that is used by most countries all over the world.

6.3.3 Teachers' perceptions about the effect of the school context on motivation of learners

Based on the teacher interviews, teachers appear to have negative views about the impact of their schools. Teachers reported that their schools do not encourage them to teach English and do not help to motivate their learners to learn the language. Some of the stated reasons are negative attitudes towards English (SAELT interviewees 1, 2, 3, 4, 6), the lack of English language clubs inside school (SAELT interviewees 1, 5, 6), the lack of computers (SAELT interviewees 2, 4, 6), the lack of activities outside classrooms (SAELT interviewees 4, 6) and the number of English language classes (24 classes per week) that English language teachers must undertake (SAELT interviewees 1, 2, 6). This is consistent with Brown (2007b) who says that outside activities can have a positive influence on learners' motivation and enhance the ability to learn a language.

The researcher believes it would be preferable if learners had English language clubs available to help them develop their English language abilities in lesson free periods at school. This is consistent with the closed-ended question (item 22) "*My school system helps low-level students to learn English (e.g. join English club at school)*" with which

82 out of 223 learners (36.8%) disagreed. In addition, in response to the open-ended question 4: "*Does your school encourage you to learn English? How?*" 135 out of 223 (60.53%) respondents felt that Saudi Arabian schools did not encourage learners to study English. Therefore, both teachers and learners believe that there is a need for more activities such as English clubs in order to provide learners with the information they need in English.

Based on the teacher interviews, three of six SAELT interviewees (2, 4, 6; Table 5.7) suggested that learner motivation will be increased by the use of learning technology such as computers. Al-Kahtani (2001) and Abalhassan (2002) found that use of CALL and the internet in Saudi Arabian classrooms was minimal at the time of their research. They found that English language teachers had an inadequate knowledge of available CALL programs and lacked the theoretical and technical expertise to use computer technology (Abalhassan, 2002; Kahtani, 2001). Zakari (2000) wrote that many Saudi Arabian learners and teachers did not realise the importance of CALL in classroom teaching and learning. Jan (1984) and Zaid (1993) agree that Saudi Arabian English language teachers need more knowledge about how to teach English effectively using teaching methodologies that incorporate up-to-date motivational English language learning strategies. If the potential benefits of computer technology (and of CALL and other internet programs) are to be realised, Saudi Arabian English teachers will need to expand their knowledge about these tools. Although some school principals recognise the need for computers and the need to learn English through use of different resources, four of six teachers interviewed said that there is insufficient school space for computer labs (SAELT interviewees 1, 3, 4, 6).

Furthermore, five of six teacher interviewees (SAELT interviewees 1, 2, 3, 4, 5) reported that they are not satisfied with the curriculum because there is no genuine English communication inside or outside of the classrooms and no consultation with teachers or learners about their needs and goals in learning English. As a result, it is difficult to offer topics that learners can relate to their real life situations and so the curriculum fails to motivate learners to study English. The interview findings are consistent with Zaid (1993), who wrote that Saudi Arabian learners may complete their various levels of English language study but do not know how to write their names in English and are unable to speak simple English sentences. In addition, Zaid (1993) said that many teachers lack experience and knowledge about the development, design,

planning and evaluation of the English language curriculum in Saudi Arabia. It is clear that English language curricula need reform so that they can become more appropriate for teaching and learning English. Text books also should provide English teachers with the necessary information to permit them to tailor lessons appropriately and encourage learners to learn the language. Learners should be asked for their opinions about curricula, so they can share their ideas about the positives and negatives of their English language books.

6.3.4 Teachers' perceptions of the impact of the Saudi Arabian society on the motivation of learners

Based on the teacher interviews, the findings indicate that teachers have negative views about the impact of Saudi Arabian society. Some of the reasons for this are that, although the Saudi Arabian government insists that people learn English, Saudi Arabian society does not encourage people to learn it because English is considered to be an alien language. In addition, English is not needed in Arabic society as people use their first language more than any other. Also, Saudi Arabian society does not value the ability to speak English. Al-Bassam (1987) and Alnatheer (2013) wrote that obstacles to teaching and learning English in Saudi Arabia are often the result of limited opportunities to practise English. Furthermore, all six teacher interviewees indicated that the least important motivational factor contributing to learning English is the Saudi Arabian society. Therefore, despite the negative view of the influence of society, the influence on learner motivation to study English is small compared to other factors such as parents, teachers and the schools.

6.3.5 Summary

The answer to the question "*What are the perceptions of teachers in relation to factors that motivate learners in their learning*" exposes that teachers perceived that positive motivational factors that influence them and their learners to practice English in an EFL context included themselves, their learners and parents of learners. However, the school and the Saudi Arabian society were perceived as negative motivational factors. Also, teachers have different answers to the perceptions of motivational factors. The next section will talk about research question 3 regarding parents' perceptions about motivational factors that influence English language learning.

6.4 3rd Research Question (Q3)

What are the perceptions of parents in relation to factors that motivate their children in their learning?

6.4.1 Overall discussion of perceptions of parents in relation to their children and their children's teachers

Based on the parental interviews, all six parents indicated that their children like to learn English, and that parental encouragement is important for children to succeed in learning English. One parent suggested (SAP interviewee 2) that a good way to help his children is by paying for private tutors at home, and another (SAP interviewee 5) parents should provide their children with a computer and would consider enrolling their children in courses at an English language centre. Arnolds (2006) writes that Saudi Arabian parents believe that having private tutoring is an important addition to the teaching available in schools and that it has a positive impact on the academic studies of their children. Apart from Saudi Arabia, private tutoring is also used in other EFL countries such as Indonesia. Lamb (2007) writes in his study that 54% of Indonesian learners make use of additional English language courses provided by their local schools or by private English language tutors in their homes

Parents consistently reported in the interviews (all six SAP interviewees) that one way to improve education in Saudi Arabia is to improve teachers' skills in English. This is supported by Zaid (1993) and Dhafer (1986), who state that English language teachers need improved teaching skills if they are to do better in the classrooms. However, the need to finish the English language curriculum during a specific time impairs their ability to explain the material properly. If they do not finish the curriculum, English language supervisors will give them an evaluation in the range of A, B, C, or D and question why they have not finished the English language curriculum (Dhafer, 1986; Zaid, 1993). Thus, it is necessary to reduce the teaching responsibilities of English language teachers if they are to improve their skills.

Several of the parents interviewed (SAP interviewees 1, 3, 4, 6) perceived that learner beliefs affect their children's performance in learning English. As described by Bruning et al. (2011), if learners believe that English is an easy language and that they can acquire it by practising it regularly, they will learn English. The opposite is also true. However, Zaid (1993) writes that Saudi Arabian society is very conservative and people

are afraid to speak English in public or to adopt English language culture instead of their own Islamic values and traditional Arabic ways. As a result, many Saudi Arabian learners believe it will be difficult to learn English.

In summary, parents perceive that they have a strong influence on their learners if they encourage them to use English in and outside the class. This enables learners to participate and communicate with their English language teachers in a natural setting.

6.4.2 Parents' perceptions about motivation and the school context

Based on the findings of parental interviews, their perceptions demonstrate that most have negative views about their children's schools (SAP interviewees 1, 2, 3, 4, 5). Also, five of six parents believe that schools do not encourage their children to learn English (SAP interviewees 1, 2, 3, 4, 5). Some of the reasons reported by parents are a lack of training for English language teachers (SAP interviewees 1, 2, 3) and learners who are unmotivated in the language (SAP interviewees 4, 5). Moreover, because some schools are on rented premises rather than in purpose built government school buildings, the building may not be suitable for learning (SAP interviewee 4). Some of these leased school buildings were designed to serve as homes for people and not as places to teach learners. They often consist of small rooms that lack basic facilities such as tables and chairs for learners to sit at during break times. Often, they are overfilled with learners.

Based on the findings of parental interviews regarding the school context, the problem of unmotivated learners can be the result of parental attitudes to the effect that there are more important subjects than English for their children to learn while they are at school. For instance, SAP interviewee 5 reported that he did not want his son to learn English because there are subjects, such as mathematics and science, which are more important in his life than English.

Furthermore, the findings of parents' interviews indicate that parents are not happy about the curriculum. The parents suggested that the English language curriculum needs to be better developed for a variety of reasons. Some of these reasons are that new and relevant English language topics are needed, curricula need to be developed with cooperation and input from learners, teachers and parents of learners rather than being developed solely by the government, and the text books contain too much detailed information.

In summary, parents were dissatisfied with what happened in the school context and with the difficulties in the curriculum. They called for educational reforms as to improve learning not only in English but in all school subjects. In addition, the perceptions of parents about the adequacy of the curriculum revealed serious concerns as regards what learners are in fact studying as compared to what they need to learn if they are to acquire mastery of English. Parents made connections between the purposes of text books in intermediate and secondary schools and how they should relate to learner desires and goals for their future.

After discussing the perceptions of learners, teachers and parents of learners towards learners' motivation, teachers' motivation, parents' motivation and schools' motivation, the following will discuss the perceptions of parents of learners towards the Saudi Arabian context and its effect on motivation towards learning of English.

6.4.3 Parents' concern over the impact of the Saudi Arabian context

Based on the findings of parent interviews, parents indicated that they have negative views about their society for a variety of reasons. Five out of six parents (Interviewees 1, 2, 3, 4, 5) believe that Saudi Arabian society does not encourage their children to learn English. Some of the reasons are that most people do not speak English (Interviewees 2, 4) and that there are not enough English language centres to encourage learners to study English (Interviewees 1, 2, 3, 5). Khan (2011) spoke of the need for Saudi Arabian learners to be encouraged if they are to learn English and be successful in the language. In addition, although parents have varied perceptions about the most important motivational factor, all parents interviewed (n=6) believed that the least important factor that contributes to learning English in such an EFL context is the Saudi Arabian society (more details about this topic in section 6.5.2). Therefore, the perceived influence of Saudi Arabian society on learners' motivation to study English is small compared to other factors such as parents, teachers and the schools. In summary, parents were dissatisfied with the current situation in Saudi Arabian in relation to fostering increased motivation to learn English. They supported reforms to increase the learning of English in schools and to encourage the recognition of the importance of English as a world language.

6.4.4 Summary

The answer to the question "What are the perceptions of parents in relation to factors that motivate their children in their learning" exposes that parents perceived that positive motivational factors that influence their children to practice English in an EFL context included themselves, their children and their children's teachers. However, the school and the Saudi Arabian society were perceived as negative motivational factors. Also, parents have different answers to the perceptions of motivational factors. The next section will talk about the broad research question regarding the perceptions of learners, teachers and parents of learners about motivational factors that influence English language learning.

6.5 The principal question

Are there differences between the perceptions of learners, teachers and parents of learners in relation to factors that can motivate English language learners of EFL in Saudi Arabia?

To answer the principal question, this study looks at it in two ways: firstly, whether the impact of each factor on learners' motivation is positive or negative; secondly, to rank motivational factors that contribute to encourage learners to study English.

6.5.1 Comparison of the perceptions of learners, teachers and parents of learners about the influence of factors contributing to learners' motivation in Saudi Arabia.

Based on the overall results, there are similarities between the perceptions of learners, teachers and parents about each motivational factor that influences learners in their studying of English in Saudi Arabia. Generally, learners have positive perceptions towards their learning, their teachers and their parents' encouragement in relation to their learning of English. Also, teachers have positive perceptions towards their learners, their teaching and the parental encouragement. Furthermore, parents have positive perceptions towards their children's learning, their children's teachers and their parental role in encouragement of their children. In contrast, all learners, teachers and parents have negative perceptions about the school context and the impact of Saudi Arabian society on teaching and learning of English.

In addition, based on the interviews, although perceptions of learners, teacher and parents differ slightly, they had generally similar views in regards to the role of each

factor that contributes to encouraging learners and increasing their motivation in English (Table 6.1). These similarities demonstrate that learners, teachers and parents had consistent perceptions towards motivational factors that influence learners in their learning. All of these groups saw deficiencies in the school context, such as lack of support in learning and teaching resources, and had negative views of the impact of the Saudi Arabian context, such as the lack of people who speak English and the lack of English language centres. Interestingly, since learners, teachers and parents share similar views, it is likely that their perceptions reflect the reality of the existing situation in the Saudi Arabian context. In support of this view, many research studies have shown that learners, parents and teachers have positive impacts on learning English (Al-Seghayer, 1997; Chapman & Nicole, 2011; Dornyei, 2001b; McLean, 2009; Scovel, 2003; Stipek, 2002) and that the school context has a negative influence (Alabbad, 2009; Al-Bassam, 1987; AlMaiman, 2005; Al-Seghayer, 1997).

All three groups interviewed, learners, teachers and parents, perceived that autonomous or independent learning is important for studying English (Table 6.1). These perceptions are supported by research showing that autonomy has a significant role in encouraging learning (Brown, 2007a; Dornyei, 2001b, Larsen-Freeman, 2000). Autonomy has been described as a 'self-regulating' strategy. In independent learning, learners are responsible for their own learning. This can help develop a capacity for learners to make their own decisions about language achievement. Self-sufficiency promotes the ability to think carefully about learning tasks as contrasted to copying the work of others. Ideally, learners should share ideas and discuss assignments but not copy from each other. In addition, research (Brophy, 2010; Larsen-Freeman, 2000) has been conducted into the effectiveness of autonomy as a means to help motivate learners by giving them the opportunity to select their tasks, be involved in designing the curriculum and in making decisions about learning activities. Autonomy is rated as one of the most effective factors in motivation (Dornyei, 2001b).

Similarly, learners, teachers and parents perceived that there was a need for teacher training programs (Table 6.1). Research (Ehrman & Dornyei, 1998; Lortie, 1975; Menzies, 1959) has identified a lack of professional development or training at work and lack of exposure to and training in the most recently developed teaching practices, including techniques for controlling learners in class.

Table 6.1: Learners', teachers' and parents' perceptions about the role of each factor contributing to motivation of learning

Roles of each contributing factor	Learners' perceptions about each role	Teachers' perceptions about each role	Parents' perceptions about role each
Learner role	<ul style="list-style-type: none"> - To be self-learning. -To be self-regulating. -To become self-autonomous learners. - They are motivated for external goal. 	<ul style="list-style-type: none"> - Learners are motivated if they are aware of English and become self-learning. - Should become independent. 	<ul style="list-style-type: none"> - To learn the language by themselves. - To become independent.
Teacher role	<ul style="list-style-type: none"> - Need various motivational strategies in & outside the classroom. - Speak English in class. - Need training program. 	<ul style="list-style-type: none"> - Facilitate learning (e.g. use different learning strategies. - Speak English in class. - Need training program -Need teaching resources (e.g. books, labs, CDs, DVDs etc). 	<ul style="list-style-type: none"> - Need to be interested and motivated all the time. - Need training program.
Parents of children role	<ul style="list-style-type: none"> - Encourage them (e.g. speak to them in English, provide private tutoring and computer and online resources at home. - Support and help them all the time. 	<ul style="list-style-type: none"> - Should encourage their children more. - There must be a strong relationship between parents, teachers and schools. 	<ul style="list-style-type: none"> - Parents must be a good role-model. - Continue asking children about their studies. - Work with their children to be optimal.
School role	<ul style="list-style-type: none"> - Should be aware of English (e.g. must be positive attitude towards English subject). - Increase learning resources in schools - Rented school is a problem. 	<ul style="list-style-type: none"> - Should be aware of English (e.g. must be positive attitude towards English subject). - Encourage learners in the curriculum. - Have more teaching resources in schools - Rented school is a problem. 	<ul style="list-style-type: none"> - Should be aware of English (e.g. must be positive attitude towards English subject). -Must provide teachers with training program. - Have more learning resources in schools. - Rented school is a problem.
Saudi Arabian society role	<ul style="list-style-type: none"> - Should be aware of English. - Tell people about the importance of English. - Encourage people to learn English. - Provide English centres in the city. 	<ul style="list-style-type: none"> - Should be aware of English. - Teach people about the importance of English. - Encourage people to learn English. - Provide English centres in the city. 	<ul style="list-style-type: none"> - Should be aware of English. - Teach people about the importance of English. - Encourage people to learn English. - Provide English centres in the city.

Lack of adequate teacher training programs can lead to a lack of teacher competence and self-confidence that can result in them having inadequate knowledge about teaching strategies that can help encourage learning amongst their learners (Crooks, 1997; Veenman, 1984). In situations such as this, teachers are likely to suffer unnecessary stress and be unable to teach effectively (Crooks, 1997; Veenman, 1984).

Furthermore, learners, teachers and parents shared similar perceptions about the importance of parental encouragement (Table 6.1). Research (Brophy, 2010; Dornyei, 2001b; Williams & Burden, 1997) indicates that many difficulties in English language learning will be resolved or reduced if schools, teachers and parents motivate their learners. As noted earlier in this work, external motivation seems to be more important in EFL classes even though it may be less significant than internal motivation in other settings. Therefore, it is clear that the perception of importance of encouragement by parents is strongly supported by the research into the influence of parental encouragement (Al-Bassam, 1987; AlMaiman, 2005; Brophy, 2010, Dornyei, 2001b).

Moreover, a shortage of resources in the schools was universally perceived to have a negative impact on learner motivation (Table 6.1). Resources such as computer labs and libraries have been shown to raise learner motivation (Alabbad, 2009; Alameri, 2009). If such resources are relevant and appropriate for EFL learners, this should encourage learners to use English in normal communication and to think about English words and sentences (Alabbad, 2009; Liao, 2004). Positive attitudes towards learning and teaching of English in schools are also perceived to be crucial (Table 6.1).

Finally, learners, teachers and parents shared similar perceptions about the negative impact of Saudi Arabian society that did not encourage people to learn English (Table 6.1). They believed that society should recognise the importance of learning English. Alrabai (2010) and Alnatheer (2013) support this point of view, which the current Saudi Arabian government also realises. One example of Saudi Arabian government programs is sending learners to study in English speaking countries (Alrabai, 2010, Alnatheer, 2013; more details about Saudi Arabian society in section 6.5.2).

In summary, learners, teachers and parents have consistent views about each motivational factor that influences learners in their studying of English. Although their perceptions of the roles of learners, teachers and parents are positive, they see the role of school and Saudi Arabian society as negative factors.

6.5.2 Most important motivational factors that influence learning English as perceived by learners, teachers and parents

Based on the ranking system described in the data analysis section (sections 3.8, 5.4.9), learners, teachers and parents agreed that the most important motivational factors were learners followed by teachers, then parents, and by far the least important was the Saudi Arabian context (Table 6.2). Research (Dornyei, 2001b; McLean, 2009) has shown a similar relationship between learners and their teachers both inside and outside their classrooms. On the other hand, there were subtle differences between the perceptions of learners, parents and teachers regarding the third and fourth motivational factors. While parents believed that the school and the parents were equally important, learners and teachers reported that the schools were less influential than the parents (Table 6.2). Table 6.2 summarises the ranking of perceptions of motivational factors based on the learners', teachers' and parents' perceptions as described in the individual interviews and analysis in section 5.4.9 (Table 9).

Table 6.2: Learners', teachers' and parents' perceptions about the order of importance of motivational factors

Motivational factors	Ranked perceptions of		
	Learners	Teachers	Parents
Learners	1	1	1
Teachers	2	2	2
Schools	4	4	3/4
Parents	3	3	3/4
Saudi Arabian society	5	5	5

Similar to learner, teacher and parental perceptions, other research (Al-Seghayer, 1997; Chapman & Nicole, 2011; Dornyei, 2001b; McLean, 2009; Scovel, 2003; Stipek, 2002) indicates that the school comes next after the teacher. Since the results were based on only six interviews with each of learners, teachers and parents, and all of them considered the school and parents are similarly important, slight differences between perceptions are not surprising. Even though the Saudi Arabian society appears the least

important factor based on learners', teachers' and parents' perceptions, it is worthwhile to consider how it contributes to motivation of learners in an EFL context. The effect of society may be underestimated in the perceptions of learners, teachers and parents in relation to learning English. This is because they might be not aware of or not fully understand how society contributes to learners' motivation. There is clearly a connection between schools and society as the society provides resources for people to learn English inside and outside the school. If the society values the language and thus people recognise the importance of English (Alnatheer, 2013), it is likely that the Saudi Arabian government will provide more funding for training programs, and open more English language centres.

In summary, these results focus on the perceptions of learners, teachers and parents in relation to motivating learners to learn English. The learners, teachers, the impact of parents, the impact of the school context and the impact of the Saudi Arabian community on motivation all form part of this mixture. The results of qualitative data indicate that learners, teachers and parents have varying views on factors that influence the motivation of learners in their learning of English. These are shown by their responses to the motivational questions in the questionnaire and interviews. Learners, teachers and parents believe that the school context and the context of Saudi Arabian society are not necessarily decisive factors for learners. However, they do believe that there should be a closer connection between teachers and parents to produce an improvement in the learning of English and to enable learners to overcome their difficulties in English.

6.6 The relationship between the researcher's model of motivation and the results of this study.

The strength of the researcher's model (Section 2.5.2) is that it is the only one dealing with the perceptions of stakeholders (learners, teachers and parents) involved in EFL learning. My research findings support the importance of the key elements in language learning (motivation, attitude and achievement) as previously suggested by Gardner (1985; 2001) and suggest that for the most part stakeholders' perceptions reflect how motivational factors influence the performance of language learners. For example, all stakeholders perceived that, after the learners' own behaviour and attitudes, the teacher's influence was the most important (Sections 4.2.2 and 5.4.9), and previous research has

shown that teachers' teaching behaviours (Cheng & Dornyei, 2007) and their motivational strategies (Dornyei, 2001b) were highly correlated with learner language acquisition. Conversely, the limitation of this model is also that it deals only with perceptions, and if the effect of a particular motivational factor on learning has not yet been tested, it is impossible to relate perception of that factor to actual language outcomes. For example, the researcher found that all stakeholders perceived the effect of Saudi Arabian society to be slight (sections 5.2.7, 5.3.10, 5.4.7, 5.4.9), but it is currently unknown whether this perception reflects reality. Perhaps the effect of Saudi Arabian culture could be estimated by comparison between language learning performance in Saudi Arabia and in a more westernised L1 Arabic country such as Egypt. In summary, it seems perceptions of stakeholders reflect reality for motivational factors for which the effect on language learning has been investigated, suggesting that study of perceptions is an appropriate method to identify successful strategies for future education.

Lastly, Chapter 7 sets out the researcher's conclusions arising from the data, the implications of those conclusions and recommendations for future improvements.

7. Summary, Conclusions and Recommendations

7.1 Introduction

This chapter brings this research study to its conclusion. It summarises the research and the findings arising from it. Additionally, the researcher will discuss the research results and make some recommendations for future research. The research explored learners', teachers' and parents' perceptions of motivational factors affecting learning in an EFL environment with the aim of improving the English language learning of Saudi Arabian learners and the English language teaching of Saudi Arabian teachers. This research has addressed these issues and has also suggested ways to overcome the difficulties with learner motivation in Saudi Arabia.

7.2 Summary of research study

This study utilised mixed methods research, both quantitative and qualitative, to minimise limitation of individual approaches (Creswell, 2014; Creswell & Clark 2011; Grbich, 2007; Grbich, 2013). This research was innovative because it concentrated on perceptions of motivational factors. Motivational factors examined in this research included the motivation of learners, the motivation of teachers, the impact of the school context, the impact of the family environment and the effect of the Saudi Arabian context on motivation. This research has avoided dealing with motivation as a general concept removed from the circumstances faced by Saudi Arabian learners learning English in Saudi Arabia. A review of the available academic literature (Al-Bassam, 1987; AlMaiman, 2005; Alnatheer, 2013; Al-Otaibi, 2004; Alrabai, 2010; Al-Shammary, 1984; Makarami, 2010) indicates that little research has been conducted or published on the particular motivational factors affecting the teaching and learning of English as a Foreign Language in Saudi Arabia.

The quantitative aspect of the study involved a questionnaire administered to 223 students, consisting of 25 items dealing with perceptions of motivational factors. To analyse the statistical data arising from the questionnaire, the researcher used descriptive analysis and mean and standard deviation to highlight the most important and the least important factors, based on the concurrence of the views of learners

towards each item. The qualitative approach consisted of interviewing learners, English language teachers and parents of learners. Thematic analysis was used to highlight different perceptions based on the views of learners, teachers and parents in relation to the various motivational factors that influence learners in their studying of English.

The findings in the quantitative research part of this work (covering learners) revealed that they have differing views towards their learning and experience of teachers of English, but these views are in general positive (see parts 4.1 and 4.2 for more details). They also have differing views in relation to the motivational impact of their parents, their schools and Saudi Arabian society. The responses of learners to eleven questions about motivation in the questionnaire are indicative. The majority of them, 153 out of 223 (68.6%), agreed that they are motivated by extrinsic factors to learn English as indicated by responses to the item "*Studying English is important because it will be useful in getting a good job*". There were five items concerning perceptions of their teachers and the motivation of their teachers. These five items indicated that 179 out of 223 respondents (80.3%) strongly agreed with the item "*Teachers should show a good example by being committed and motivated*".

Learner perceptions of the impact of their parents on their motivation to learn English were covered in three questionnaire items. In response to "*My parents encourage me to study English*", 174 out of 223 (78%) agreed. This was the highest percentage of agreement to any of the questionnaire items. Three questionnaire items dealt with the perceptions of learners about the impact of their school context. The item "*I think that I would get better results if there were computers for learning English in my school*" drew a positive response from 143 of 223 learners (64.1%). Finally, there were three items in the questionnaire concerning the perceptions of learners about the impact of the Saudi Arabian context on their motivation. In relation to these items, 184 out of 223 learners (82.5%) strongly agreed with "*English is an international language for communication, and I may use it in my travel abroad or for the internet*". These responses indicate that knowledge of the English language is seen as being important and necessary throughout the world especially for non-native speakers of the English language.

The qualitative aspect of the study indicated that there are differences between the perceptions of learners, teachers and parents. Learners have different views about

learning and teaching of English from those of their teachers and parents. Learners, teachers and parents have similar perceptions of some motivational factors. These include the motivational impact of the school and Saudi Arabian society, which were both seen as having a negative impact when learners learn English. Learners, teachers and parents have consistently positive views of learners as a motivational factor in English language learning and each suggested ways to motivate learners to learn the language effectively (see part 6.5.1 for more details). Learners' views on motivation given to them by teachers vary, depending on the different motivational strategies that they have experienced in their English language classrooms. Despite subtle variations in perceptions, all teachers spoke of the importance for parents to motivate their children to learn English.

Some parents thought it would be better if English language teachers undertook motivational teaching courses conducted by training centres inside and outside Saudi Arabia. They thought this would expand the knowledge and experience of English language teachers as well as help them to motivate learners to learn English more effectively. All learners, teachers and parents agreed that the English language curricula need to be reformed and that they should be adapted to the age of learners and adapted for the different educational levels. They also had similar views about the need for computer technology and its significance for learning English in school. They thought that schools should provide computers and they thought computers were an essential tool for learners to learn English.

In summary, learners, teachers and parents generally have positive perceptions towards the learning and teaching of the English language. Rather than viewing motivational factors in isolation, learners, teachers and parents believe that they should work together with the school and society to increase the motivation of learners to learn English.

7.3 Conclusions

The main contribution this research study makes is information gained about the perceptions of learners, teachers and parents towards motivational factors that influence Saudi Arabian learners in their learning of English. This research indicates there are differences between the varying perceptions of learners, teachers and parents about the motivational factors that affect learners in their learning of English. This study builds on

earlier research (AlMaiman, 2005; Brophy, 2010; Brown, 2007a; Dornyei, 2001a; Gardner, 1985; Gardner, 2001) about motivational factors that influence EFL learners in English and how these motivational factors affect the motivation of learners.

This research study addressed the following principal question:

Are there differences between the perceptions of learners, teachers and parents of the motivational factors that influence English language learners of English as foreign language in Saudi Arabia?

To answer the principal research question, the researcher comes to the conclusion that **yes**, there are differences between the perceptions of learners, teachers and parents of the motivational factors that influence English language learners in Saudi Arabia as EFL. While learners, teachers and parents have positive perceptions about learning and teaching of English, all of them have negative perceptions about school context and Saudi Arabian society. In addition, learners, teachers and parents of learners have similar perceptions about the most and least important motivational factors that influence learners to learn English. However, each of those stakeholders, such as learners, teachers and parents of learners have their own perceptions about how to encourage learners to learn English in Saudi Arabia as an EFL context. Furthermore, to address the principal question and based on perceptions of learners, teachers and parents of learners, the following general questions and their answers were investigated:

To address this main question, the following general question was investigated:

- 1- What are the perceptions of learners in relation to motivational factors that influence them in their learning?

According to the quantitative data, this study found that most learners have extrinsic motivation to learn English, for example, the possibility of getting a better job and communicating with foreign workers coming to work in Saudi Arabia. The results also show that learners tend to be strongly influenced by teachers who are committed and motivated in the classroom. Learners are also influenced by their parents, as parents encourage learners to study English for better career prospects. An additional motivational factor is their school. Learners are keen to learn English through computer based interfaces, although these are not currently provided in schools in Jazan. Moreover, Saudi Arabian social context is a motivational factor that influences learners

to learn English because they would like to use English for using internet and during their international travels.

In relation to the qualitative data, four of six learners said that the most important motivational factors, in order of influence, are learners themselves, teachers, schools, parents and the Saudi Arabian society while the remaining two learners said that educated parents are the most important factor, followed by themselves, then teachers, schools and finally Saudi Arabian society. Overall, learners ranked as the most important motivational factor the learners themselves, followed by teachers, then parents, schools and finally, Saudi Arabian society (Table 6.2).

2- What are the perceptions of teachers in relation to motivational factors that influence learners in their learning?

Based only on the qualitative data, five of six teachers said that the most important motivational factors are learners, then teachers, parents, schools, and finally Saudi Arabian society while the remaining teacher interviewed said that parents were the most important factor, followed by learners, then Saudi Arabian society, teachers and finally their schools. Overall, teachers ranked as the most important motivational factor the learners themselves, followed by teachers, then parents, schools and finally, Saudi Arabian society (Table 6.2).

3- What are the perceptions of parents in relation to motivational factors that influence their children in their learning?

Based only on the qualitative data, four of six parents said that the most important motivational factors are learners, then teachers, schools, parents, and finally Saudi Arabian society, while the remaining two parents agreed that learners were the most important and Saudi Arabian society the least important, but disagreed about the order of the final three factors. After learners, they considered that next in order of influence are parents, then teachers, then schools. Overall, parents ranked as the most important motivational factor the learners themselves, followed by teachers, then parents and schools equally and finally, Saudi Arabian society (Table 6.2).

Since learners, teachers and parents share similar views, the researcher considers it likely that their perceptions reflect the current situation in Saudi Arabia and the genuine influence of the factors investigated on the motivation of Saudi Arabian learners of

English. Similar perceptions were found between learners, teachers and parents. Learners perceived the influence of parents to be greater than that of schools, while the teachers felt that the parents were more influential than the school (Table 6.2). This may be because children spend more time interacting with their parents at home. Therefore, the teachers believe that the parents have more impact than the school, which may be because the parents have raised their children from birth and have already shaped their personalities and attitudes before they start school. Finally, parents feel that both school and the parents themselves have the same level of impact on the learners. Despite these differences, the influence of the school is considered by learners, teachers and parents to be similar to that of parents. In contrast, the learners and teachers are thought to have a substantial impact, while Saudi Arabian society has very little perceived effect (Table 6.2). As described previously (Section 6.5.2), the effect of Saudi Arabian society may be greater than perceived, because the research participants live within the society and may not be consciously aware of any impact on learning English.

Having discussed the research questions, the following section will discuss the recommendations of this research. These recommendations are for learners, teachers, parents, schools, society, the Ministry of Education and further research.

7.4 Recommendations and implications of this research

The researcher will now make a number of recommendations based on the results of this research study, including the researcher's interviews with learners, teachers and parents, and on the personal observations of the researcher in a number of publicly owned school premises and in leased school premises. The researcher hopes that these recommendations will be viewed as an attempt to contribute to the improvement and development of English language teaching and learning in Saudi Arabia.

7.4.1 Recommendations for Saudi Arabian English language learners

Based on the research results, the researcher offers recommendations for Saudi Arabian learners studying English in an EFL context. These recommendations are that the learners need to use the various English language resources that are available inside and outside the school as a source of motivation. Within schools, the potential resources are English language clubs, additional computer assisted language learning labs, school libraries and English language associations (as mentioned in more detail in Chapter 4

and 5 results). As teachers are an important resource within the school, learners should consistently ask questions of their teachers when they have difficulties with the language. Outside their schools, the resources may include watching Channel Two on Saudi Arabian television and speaking English whenever convenient.

In addition, learners can make use of any number of learning strategies that can help them, such as depending on themselves and being self-directed. Learners should teach themselves through self-learning techniques, such as memorising simple words that can enable them to speak English easily and clearly. They should seek help when they encounter difficulties in their English language studies. Learners need to put more time and effort into using English effectively and into acquiring communication skills through use of facial expressions and gestures in and out of school.

7.4.2 Recommendations for Saudi Arabian English language teachers

Based on the research results, the researcher offers recommendations for the Saudi Arabian English language teachers. These motivational recommendations include the suggestion that English language teachers need a greater variety of teaching methodologies dealing with the application and implementation of motivational strategies inside and outside the classroom. It is recommended that English language teachers undergo additional educational training (as mentioned in the results of interviews with teachers, Chapter 5), which could be undertaken inside Saudi Arabia or in an English speaking country overseas. Additional training will increase their skills as teachers, bring about better teaching outcomes and be of benefit to the teachers and their learners. More overseas training will permit teachers to broaden their life experiences and increase their knowledge of English.

In addition, English language teachers need to be under less pressure to complete the curriculum. There should be more emphasis on quality rather than quantity. For example, pressure will be reduced if class sizes are decreased to between 15-20 students per English class.

Finally, English language supervisors should assist English language teachers by sharing their work experiences with them, keeping in regular contact with them and by acting as facilitators and additional resources for them in the English language education field.

7.4.3 Recommendations for parents of Saudi Arabian English language learners

Based on the research results, the researcher offers recommendations for the Saudi Arabian parents whose children are studying English in an EFL context. These recommendations include the suggestion that parents should support their children by encouraging them to learn English and assist them financially, if possible, to study English through out of school activities. At the same time, parents also should encourage the view that learning English is of benefit to everyone, not only to help the people who live in Saudi Arabia, but also from the perspective of spreading Islam to non-Muslims who speak English as their mother tongue.

Furthermore, parents should maintain contact with their children's English language teachers so they can monitor the ongoing progress of their children and advise teachers about how to help their children. Also, it has been recommended based on my research findings (interviews with parents, Chapter 5) that parents should share their thoughts and experiences with teachers and provide teachers with practical information and proposals to help improve the English language education of their children.

7.4.4 Recommendations for Saudi Arabian schools and school principals

Based on the research results, the researcher offers recommendations for Saudi Arabian schools and school principals. These recommendations include the suggestion that schools should provide English language tuition books, English language magazines, short stories, journals, English language CDs and/or DVDs, teaching aids and teaching books (as it has been recommended in the outcomes of my research findings - Chapter 5). This will give an opportunity for learners to read English regularly in a simple format and permit English language teachers to conduct research to update their knowledge about new English language teaching methods.

In addition, the researcher highly recommends that there should be English computer laboratories in all schools so that learners could practise English regularly in their free time either individually or in groups. It would also be better if English language classes were on every school day, as that would be enable learners to practice more often and help them to acquire the language. Furthermore, the school should arrange excursions for learners to visit places where the English language is used, such as airports, foreign hotels, foreign factories and hospitals. This would give learners the opportunity to use the language and see it used in actual daily life.

Finally, schools should ensure that classes are tidy and physically clean because clean and orderly environments will raise learner motivation.

7.4.5 Recommendations applicable to Saudi Arabian society generally

Based on the research results, the researcher offers recommendations for the Saudi Arabian society generally as an EFL context. These recommendations include the suggestion that English language centres staffed by volunteer English language speakers should be established throughout Saudi Arabia as a vehicle to improve English language learning. Such centres could be modelled on English language centres that operate in English speaking countries, for example, the English Language Learning Improvement Service (ELLIS) at the State library in Adelaide for international learners who want to learn English.

In addition, use of the English language within the Saudi Arabian community could be encouraged by, for example, advertisements in local public libraries. In addition, Saudi Arabian society should establish English language facilities within public libraries including English language books, fiction books, short stories, films and English language educational programs.

Finally, Saudi Arabian society should encourage development of a welcoming attitude towards the learning of English and providing practical assistance so that people can master the language. Saudi Arabian society should be made more aware of the importance of the English language globally, perhaps by public lectures about the need to learn and use English.

7.4.6 Recommendations for the Saudi Arabian Ministry of Education

Based on the research results, the researcher offers recommendations for the Saudi Arabian Ministry of Education. These recommendations include the suggestion that the Ministry of Education should establish clear requirements for those who want to become English language teachers. These requirements might include the need to complete an additional year of teacher training after teachers complete their basic bachelor degree study. Such training could be provided by an English language department and contain a focus on how to teach English as a first language, as a second language or as a foreign language. The Ministry of Education also should regularly develop new training programs, perhaps every year, which may especially assist newer and less experienced teachers. Such training could help teachers understand the goals

behind each English level and the various levels in each English curriculum. There should be at least annual meetings about the teaching of the English language in every educational province. At these meetings, teachers could meet experienced English language scholars, be exposed to new ideas about the teaching of the English language, give and listen to lectures about new developments in teaching English and share thoughts and ideas about the future of English language teaching. Moreover, the Ministry of Education should conduct research on the performance of English language learners and their teachers in order to identify their weakness and help them to overcome their difficulties. At the end of the day, it would be helpful for learners and teachers to solve their educational obstacles.

In addition, the Ministry of Education should review the English language curriculum so as to emphasise quality rather than quantity given that the current curriculum results in bored learners and causes unnecessary stress to English language teachers who worry about the need for them to completely cover the whole of the curriculum (as it has been mentioned in my research findings - Chapter 5). However, English language curricula should be built on the needs and desires of learners in their English language study rather than on the ideas of theorists, policy makers and English language course designers who think about what English language learners should be studying. The personal opinion of the researcher is that the Saudi Arabian English language curricula and curriculum materials ought to be balanced so that about 50% of the curriculum reflects western culture and 50% reflects Saudi Arabian culture. This would help foster an understanding amongst Saudi Arabian learners of different cultures and encourage them to learn about the culture of others.

7.5 Limitations of the study and recommendations for further research

Because this study is limited to educational systems used in regional schools in Jazan city, Saudi Arabia, the findings of this study may not necessarily be applicable in other contexts. Despite this, some of the concepts developed in this study may be able to be used in EFL or ESL programs in other countries.

The size of the sample population and the relatively small number of participants means that there are limitations on the ability to draw generalisations from the results of this

study. Another limitation of this research is that it is restricted to Year 9 male learners, male teachers and male parents. This limitation arises because the educational system in Saudi Arabia does not permit males and females to study together within the same classroom. The researcher is a male and as a result his research was restricted to males. Despite the limitations, the findings of this research when combined with other studies including females may generate data generally applicable to Saudi Arabian English language learners.

Based on the research results, mixed methods research is an effective design as it is aimed to generate both statistics and narrative data. For example, my research allowed me to compare learner perceptions expressed in interviews with the data obtained from the questionnaires, illustrating the consistency of learner perceptions. However, this study was limited by the time available, by the limited sample size and by budget constraints. If this study were expanded to other regions of Saudi Arabia using a larger sample size, the validity and applicability of the findings would have been improved. Further studies could also be conducted using different analytical techniques, such as factor analysis, structural equation modelling and hierarchical linear modelling (HLM). More importantly, further study should relate perceptions of stakeholders in the learning process (learners, teachers and parents) to measured learning outcomes. For example, the researcher could assess student perceptions of their own motivation at the beginning of a semester and relate these perceptions to improvement in English language fluency at the end of the semester. The hypothesis would be that perceptions of high motivation would correlate with high achievement. In addition the researcher would like to assess whether teaching methodology has a strong impact on EFL learning. The researcher would rate teachers on their motivational skills and measure the learners' English language ability before and after a semester of English language learning. The researcher hypothesizes that higher rated teachers would result in a greater level of English language improvement in the learners.

In addition, the researcher offers recommendations for further research on the EFL context in Saudi Arabia. These recommendations include the suggestion that there should be more research conducted in different cities and at varying educational levels in Saudi Arabia, such as at the intermediate, secondary and university levels. Also, this study should be replicated in other cities of Saudi Arabia in order to test the results of this study. Replication would give greater weight to this study's conclusions about the

impact on Saudi Arabian learners of intrinsic or extrinsic motivational factors. Despite the lack of resources that the researcher described in his study in Jazan city, other big cities in Saudi Arabia such as Riyadh and Jeddah may provide sufficient resources for EFL learning, and such understanding is needed for comparison to the study presented here.

Moreover, it is desirable that there be more mixed methods research incorporating quantitative methods (such as surveys) and qualitative methods (such as open-ended questioning of English language teachers and parents). This research could test the validity of a number of propositions concerning the current teaching and learning of the English language in Saudi Arabia. In the light of my research findings, there should be more research on the relationship between various motivational strategies and the resultant English language learning outcomes. This work could concentrate on how to encourage learners through the use of pre-test and post-test procedures. In this way, the influence of English language curricula on the motivation of learners can be determined, and the curriculum modified to increase the English language skills of learners.

Furthermore, research is needed to investigate factors that influence the motivation of English language teachers, to identify how to encourage English language teachers to be motivational in their teaching. In addition, more research needs to be done on the effect of the influence of the conservative nature of Saudi Arabian culture on learning and teaching English, so that strategies can be developed that are relevant to teaching the language into the future. Also, there would not be a way of incorporating any additional themes in the questionnaire as it is a concept-driven from the relevant literature. This is because inclusion of new ideas or themes could lead the study toward a new direction. Finally, more research is needed in relation to how females teach and learn English to ascertain whether there are differences between male and female learning and teaching of English. Additional research should concentrate on female learners at intermediate, secondary and university levels to find out if there are gender-specific motivational factors. Such research may suggest new directions that improve the outcomes of learning and teaching of English for both male and female students in Saudi Arabia.

7.6 Concluding remarks

Based on the results of this research, motivational factors complement each other and should form part of an integrated approach. Motivational factors form part of a continuum and each factor can help learners to succeed in learning English as a foreign language. Any deficiency in one factor could then be outweighed by other factors. For example, if learners fail to independently learn English, English teachers can implement easy methods that motivate them to learn English.

In conclusion, there are causes for optimism about encouraging learners to learn English in Saudi Arabia. Improved teacher training, reformed curricula, provision of computer resources and cooperation between learners, teachers, parents, schools and Saudi Arabian society could possibly increase the motivation of learners to learn English. English language teachers, parents, schools and Saudi Arabian society generally need to accept that learners can build a brighter future for themselves if they acquire the English language and if they can communicate in English inside and outside the classrooms and outside of Saudi Arabia.

All in all, the researcher believes that if we are not listening to learners', teachers' and parents' opinions and perceptions about how to learn a language, we will find it difficult to develop our understanding of the obstacles that stakeholders encounter in learning English. Without this understanding, we cannot continue to contribute to knowledge of acquisition of English as a foreign language in Saudi Arabia. The researcher also strongly believes that the quote below is relevant to motivation: "*Take up one idea. Make that one idea your life - think of it, dream of it, live that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success.*" ~Swami Vivekananda. Thus, education is the vehicle and motivation is a wheel. Learners cannot move rapidly along the road to success in their learning without such motivation.

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Appendices

Appendix A: Survey questionnaire (English version)



This questionnaire consists of two parts:

Part 1: Closed-ended questions; and

Part 2: Open-ended questions.

Part 1: The questionnaire in this research talks about Saudi Arabian learner's perceptions towards motivational factors that influence their learning of the English language. Attached is a number of statements which requires you to read and tick (✓) carefully, based on your personal valid opinion (whether you agree and/or disagree), in order for the research to obtain an accurate result.

Below, is an example of how to do the questionnaire. One must read the statement and tick (✓) one of the empty boxes based on your valid opinion.

No.	Statement	Strongly disagree 1	Disagree 2	Somewhat disagree 3	Somewhat agree 4	Agree 5	Strongly agree 6
1-	Communicating in Arabic is easier than communicating in English in Saudi Arabia.						✓

With each statement, please answer based on your immediate opinion without wasting your time deeply thinking about it. There is no right or wrong answer; it's purely your opinion that is needed. At the same time, please do not rush in answering without giving each statement its required attention.

This questionnaire is strictly confidential. No teacher (even English language teacher) can access this information.

Part 2: This section requires you to answer the following questions frankly. If you require more space for your answers, you can write on the back of the page:

Example of open- ended questionnaire that might be asked is:

1 – Do you like the English language? YES / NO (Please circle)

Why?.....



Part 1: Closed-ended questions.

Part 1: A (Learners' perceptions of themselves and their learning motivation).

		Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
1	I believe that English language classes should be increased in Saudi Arabian schools.						
2	I should spend more time and effort in learning English.						
3	I am happy with the teaching method of the course.						
4	During English classes, I would like to have more Arabic spoken than English.						
5	Studying English is important because it will be useful in getting a good job.						
6	Activities in this class should be designed to help the students improve their abilities to communicate in English.						
7	I prefer that there were better assessment methods (e.g. portfolio, collaborative projects, assignments, self-learning tasks, etc.) other than the current traditional paper-based tests.						
8	English is very helpful for communicating with foreign labourers working now in Saudi Arabia.						
9	I am satisfied with the text books I used.						
10	Students in English class should let the teacher know why they are studying English so that the lessons can be made relevant to their goals.						
11	I am afraid other students will laugh at me when I speak English.						

Part 1: B (Learners' perceptions of their teachers and their teaching motivation)

1	The current methodology in teaching English has had no impact on my attitude toward English learning or on my performance in English.						
2	Teachers should show a good example by being committed and motivated.						
3	Beside the grades, teachers should give the learners other rewards.						
4	Teachers teach students learning strategies.						
5	My English teacher uses a dynamic and interesting teaching style.						

Part 1. C (Learners' perceptions of their parents' motivation)

1	My parents help me in learning English.						
2	My parents encourage me to study English.						
3	My parents think that there are more important things to study in school than English.						

Part 1. D (Learners' perceptions of their school context, regarding motivation).

1	My school atmosphere is an encouraging context to learn English.						
2	I think that I would get better results if there were computers for learning English in my school.						
3	My school systems helps low-level students to learn English (e.g. join English club at school).						

Part 1. E (Learners' perceptions of the Saudi Arabian context, regarding motivation).

1	English language course materials for students must deal with topics related to Saudi Arabian culture and context.						
2	I believe that Saudi Arabian context is an encouraging for learning English.						
3	English is an international language for communication, and I may use it in my travel abroad or for the internet.						

Part 2: Open-ended questions.

Part 2: This section requires you to answer the following questions frankly. If you require more space for your answers, you can write on the back of the page:

1-What are the things that encourage you to learn English? How? Please listed them in order of importance

.....
.....
.....

2- Do you like English language class? Why?

.....
.....
.....

3- Do your parents encourage you to learn English? How?

.....
.....
.....

4- Does your school encourage you to learn English? How?

.....
.....
.....

5- Does living in Jazan city encourage you to learn English? How?

.....
.....
.....

Note: the researcher will put notes at the end of questionnaires, asking for volunteer learners to participate in focus group interviews and individual interviews. The researcher will ask volunteers participants to register their names, telephone numbers and their emails if they have.

Name:

Telephone:

Email:

Appendix B: Survey questionnaire (Arabic version)



عزيزي الطالب هذا الإستبيان مكون من جزئين :

الجزء الأول / خيارات متعددة

الجزء الثاني / خمسة أسئلة عامة

الجزء الأول :

يشتمل على إستبانة يبين فيها الطلاب آرائهم حول (اكتشاف العوامل التي تؤدي الى تحفيز الطلاب والصعوبات التي يواجهونها في تعلم اللغة الإنجليزية في المملكة العربية السعودية) . وسوف يجد الطالب العديد من الجمل التي ربما قد يتفق أو قد لا يتفق معها. المهم هو أن تكون إجابة الطالب واضحة في هذه الدراسة لأنها عامل أساسي في إنجاح هذه الدراسة. لذلك أرجوا منكم التكرم بالإجابة على هذه الأسئلة بوضع علامة (√) كما هو موضح في المثال التالي :

رقم	العبرة	لا أوافق بشدة	لا أوافق	أوافق إلى حد ما	أوافق بشدة
1	في المملكة العربية السعودية ، التخاطب باللغة العربية أسهل من التخاطب باللغة الإنجليزية.				✓

كما أود أيضاً الإشارة الى أن الباحث يريد أخذ (آرائكم) المباشرة حول العوامل المحفزة لتعلم اللغة الإنجليزية وحول كل جملة تقرؤونها من غير إطالة في التفكير في كل جملة علما بأن الباحث سوف يقرأ جميع آرائكم لتعلم اللغة الإنجليزية كلغة أجنبية بمدرستكم المتوسطة وأنه لا يوجد إجابة صحيحة وأخرى خاطئة عند إجاباتكم لهذا الإستبيان . بمعنى أن الهدف من هذا الإستبيان هو آراؤكم.

الجزء الثاني :

يشتمل على أسئلة عامة يبين فيها الطلاب عن آرائهم حول العوامل التي تحفزهم أو تشجعهم لتعلم اللغة الإنجليزية ، وفيما يلي مثال يوضح ذلك:

1 - هل تحب تعلم اللغة الإنجليزية ؟ لماذا ؟ (أجب بنعم أو لا) واذكر السبب ..

						أعتقد أن الكتاب المدرسي المقرر للطلاب جيد.	9
						يجب على الطلاب في حصة اللغة الإنجليزية أن يطلبوا من الأستاذ أن يخبرهم لماذا يدرسون اللغة الإنجليزية من أجل أن تكون الدروس مناسبة لأهدافهم .	10
						أخشى أن يسخر الطلاب الآخرون مني عندما أتحدث باللغة الإنجليزية في الفصل .	11

ثانياً : موقف الطالب نحو المعلم وطريقة تحفيزه أو تشجيعه للطلاب لتعلم اللغة الإنجليزية .

الرقم	المعلم	بارة	لا أوافق بشدة	لا أوافق	لا أوافق إلى حد ما	أوافق إلى حد ما	أوافق بشدة
1	طريقة تدريس اللغة الإنجليزية حالياً ليست مؤثرة على سلوكي وأدائي في تعلم اللغة الإنجليزية.						
2	يجب على المعلم أن يكون نموذجاً مثالياً لتحفيز طلابه.						
3	إلى جانب الدرجات، يجب على المعلم إعطاء الطلاب محفزات أكثر .						
4	يدرس معلم اللغة الإنجليزية الطلاب بأساليب متنوعة .						
5	يستخدم معلم اللغة الإنجليزية أسلوباً ممتعاً ومرناً للتعليم .						

ثالثاً : موقف الطالب نحو تشجيع الأسرة .

الرقم	المعلم	بارة	لا أوافق بشدة	لا أوافق	لا أوافق إلى حد ما	أوافق إلى حد ما	أوافق بشدة
1	يساعدني والدي على تعلم اللغة الإنجليزية .						
2	يشجعني والدي على دراسة اللغة الإنجليزية.						
3	يعتقد والدي أن هناك مواد أخرى أهم تحتاج إلى دراستها أكثر من مادة اللغة الإنجليزية .						

رابعاً : موقف الطالب نحو تحفيز أو تشجيع البيئة المدرسية .

الرقم	المعلم	بارة	لا أوافق	لا أوافق	لا أوافق إلى حد ما	أوافق إلى حد ما	أوافق

بشدة		ما	ما		بشدة	
						1
						2
						3

خامساً : موقف الطالب نحو تحفيز أو تشجيع المجتمع السعودي لتعلم اللغة الإنجليزية .

أوافق بشدة	أوافق	أوافق إلى حد ما	لا أوافق إلى حد ما	لا أوافق	لا أوافق بشدة	العبارة	الرقم
						اللغة الإنجليزية للطلاب يجب أن تتعامل مع موضوعات ذات صلة بالثقافة والمجتمع السعودي .	1
						أعتقد أن المجتمع السعودي يشجع على تعلم اللغة الإنجليزية .	2
						أتعلم اللغة الإنجليزية لأنها لغة عالمية تستعمل للتفاهم والاتصالات بين الكثير من الجنسيات المختلفة وتعلمي لها يساعدني في التفاهم مع الأجانب عند السفر للخارج ومن خلال الإنترنت .	3

الجزء الثاني :

1 - ما هي الأشياء التي تحفزك أو تشجعك لتعلم اللغة الإنجليزية ؟ كيف؟ (من فضلك اكتبها حسب الأولوية) .

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2 - هل تحب حصص اللغة الإنجليزية ؟ ولماذا ؟

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3 – هل يشجعك والداك على تعلم اللغة الإنجليزية؟ وكيف؟

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4 – هل المدرسة تحفزك أو تشجعك لتعلم اللغة الإنجليزية؟ وكيف؟

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5 – هل البيئة التعليمية في جازان تحفزك أو تشجعك لتعلم اللغة الإنجليزية؟ وكيف؟

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خاص للمتطوعين:

سيقوم الباحث بإجراء مقابلات شخصية . إذا كنت ترغب في المشاركة أرجو التكرم بتسجيل (الإسم ، رقم الهاتف ، البريد الإلكتروني) .

الإسم :

.....

هاتف :

.....

البريد الإلكتروني (الإيميل) :

.....

Appendix C: Interview questions guide for learners (English version)



Personal information

- 1 - Beside your mother tongue, which languages have you learnt?
- 2 - How many years have you been studying English? Did you enjoy learning it? Why?

Motivation

- 3 - What factors increase your motivation as an English language learner?
- 4 - Do you think it is important that your English language teachers be able to motivate you to learn English? If so, why?
- 5 - What do you think are the biggest difficulties preventing you from successful English language learning?

Social context

- 6 -What is your opinion about your school environment? Do you believe that your school environment encourages you to learn English? Explain please.
- 7 - Do you believe that Saudi Arabian society encourages the learning of English?
- 8 - Do you speak English outside of your classroom? Explain please?
- 9 - Can you suggest ways in which your English language learning could be improved?
- 10 - Do you your parents encourage you to learn English? How?
- 11 - Do you your parents help you to learn English? How?

Personality and attitude

- 12 - Do you enjoy learning about other cultures? Why?
- 13 - Do you have any goals regarding your English language studies? goals?

Learning experiences and teaching methods

14 - What kind of activities or methods have had the most and the least influence in your English language learning?

15 - What advice can you give other learners of English to help them learn the language successfully?

16 - What motivational strategies do you find most successful in encouraging you to achieve success in your English language learning?

17 - Do you have any further comments?

Thank you for your participation

Appendix D: Interview questions guide for learners (Arabic version)



المقابلة الشخصية مع الطلاب :

1- بجانب لغتك الأم الأصلية ، ما هي اللغات الأخرى التي قد تعلمتها ؟

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.....

2- كم المدة التي تعلمت فيها اللغة الإنجليزية ؟ هل استمتعت بتعلمها ؟(نعم ، لا) لماذا ؟

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3- كمتعلم للغة الإنجليزية ، ما هي العوامل التي تحفزك أو تشجعك لتعلم اللغة ؟

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.....

4 - من وجهة نظرك ، هل تعتقد أنه من المهم لمعلم اللغة الإنجليزية أن يكون قادراً على تحفيز أو تشجيع الطلاب لتعلم اللغة الإنجليزية؟(نعم، لا) لماذا ؟

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5 – من وجهة نظرك ، ما هي أشد الصعوبات التي تمنعك من تعلم اللغة الإنجليزية بنجاح ؟

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6 – ما هي وجهة نظرك ، حول البيئة التعليمية المدرسية في مدرستك ؟ هل تعتقد أن البيئة المدرسية محفزة لك لتعلم اللغة ؟
أشرح من فضلك ؟

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.....
7 – هل تعتقد أن المجتمع السعودي محفز أو مشجع لتعلم اللغة الإنجليزية ؟

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.....
8 – هل تتحدث اللغة الإنجليزية في خارج الفصل ؟ أشرح من فضلك ؟

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.....
9 – هل تقترح بعض الطرق التي تجعل تعليمك للغة الإنجليزية يتطور ؟

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.....
10 – هل والداك يشجعانك على تعلم اللغة الإنجليزية ؟ وكيف ؟

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.....
11 – هل والداك يساعدانك على تعلم اللغة الإنجليزية ؟ وكيف ؟

.....
.....
.....
12 - هل تستمتع في تعلم الثقافات الأخرى ؟ لماذا ؟

.....
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.....
13 – هل لديك أي أهداف من خلال تعلمك للغة الإنجليزية ؟

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.....
.....
14 - ما هي (أفضل وأسوء) أنواع الأنشطة التي وجدتها تؤثر في تحفيز الطلاب ؟

.....
.....
.....
15 - ما هي النصيحة التي يمكن أن تعطيتها لبعض طلاب اللغة الإنجليزية لمساعدتهم لتعلم اللغة الإنجليزية بنجاح ؟

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.....
16 - ما هي أهم الأساليب التحفيزية التي وجدتها مهمة لتحفيز الطلاب لنيل النجاح في تعلم اللغة الإنجليزية ؟

.....
.....
.....
17 - هل لديك تعليقات أو مداخلات أخرى ؟

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.....
.....
أشكركم لمشارككن في هذا البحث

Appendix E: Interview questions guide for teachers (English version)



Personal information

- 1 - What are your highest academic qualifications?
- 2 - Beside your mother tongue, which languages have you learnt?
- 3 - How long have you been learning English? Did you enjoy learning it? Why?
- 4 - How long have you been teaching English? Do you enjoy teaching English? Why?

Motivation

- 5 - What factors increase the motivation of your English language learners in learning English?
- 6 - Do you think that learner motivation is important for successful language learning? Why?
- 7 - Do English language training programs for teachers increase your ability to motivate your English language learners? How? Why?
- 8 - If you had an opportunity to improve English language learning process, what changes would you make?
- 9 - Do you think that English language curriculums that you use to teach English encourage your learners to learn English? Why/Why not?
- 10 - Do you think that English language text books that you used to teach English encourages your learners to learn English? Why/Why not?
- 11 - Apart from curriculum, teacher training and text books, are there any other factors which you believe would help to improve the motivation of your English language learners?

12 - What do you think are the biggest difficulties preventing your learners from being successfully motivated to learn the English language?

Social context

13 - Does the school environment encourage learners to learn English? How?

14 - What is the effect of the foreign language setting on Saudi Arabian learners of English?

15 - Do you think that some English language learning/ teaching methodologies used elsewhere could be successfully used in Saudi Arabia? Explain please.

16 - As a teacher of English, do you have contact with the parents of your English language learners?

17 - If you do have contact with parents, does this assist your English language learners in their learning? Explain please.

18 - What do English language teachers and families do generally to encourage children in their learning?

Personality and attitude

19 - Do you speak English in your English class? How? How often?

20 - If so, do you find that speaking English in class encourages your English language learners?

Learning experiences and teaching methods

21 - What kind of activities or methods have had the best and the least influence in motivating your English language learners?

22 - Can you recommend ways in which English language teachers can successfully encourage their English language learners?

23 - What motivational strategies do you find most successful in encouraging your learners to achieve success in their English language learning?

24 - Do you have any further comments?

Thank you very much for your attention and assistance. Your participation in this study would be a great help to me.

Appendix F: Interview questions guide for teachers (Arabic version)



المقابلة الشخصية مع المعلمين

1 – ما هي المؤهلات والشهادات الأكاديمية التي حصلت عليها ؟

.....

2 – بجانب لغتك الأم الأصلية ، ما هي اللغات الأخرى التي قد تعلمتها ؟

.....

3 – كم المدة التي تعلمت فيها اللغة الإنجليزية ؟ وهل استمتعت بتعلمها ؟ ولماذا ؟

.....

.....

4 – كم المدة التي قضيتها في تدريس اللغة الإنجليزية ؟ وهل تستمتع بتدريسها ؟ ولماذا ؟

.....

.....

5 – ما هي العوامل التي تزيد في تحفيز أو تشجيع طلابك لتعلم اللغة الإنجليزية؟

.....

.....

6 – من وجهة نظرك ، هل تعتقد أن تحفيز أو تشجيع الطالب مهم لتعلم اللغة الإنجليزية بنجاح ؟ ولماذا ؟

.....

.....

7 – من وجهة نظرك ، هل برامج التدريب للمعلمين تزيد من قدرتك لتحفيز طلابك ؟ وكيف ؟ ولماذا ؟

.....

.....

8 – إذا سمحت لك الفرصة لتطوير العملية التعليمية في مجال اللغة الإنجليزية . ماهي (التغييرات والإصلاحات) التي سوف

تعملها؟

.....

 9 – من وجهة نظرك ، هل تعتقد أن مناهج اللغة الإنجليزية التي تستخدمها في تدريسك محفزة لطلابك لتعلم اللغة الإنجليزية ؟
 (نعم ، لا) لماذا ؟

.....

 10 – من وجهة نظرك ، هل تعتقد أن الكتب الدراسية التي تستخدم في مدرستك محفزة لطلابك لتعلم اللغة ؟ (نعم ، لا) لماذا ؟

.....

 11- بعيداً عن موضوع (المناهج. تدريب المعلمين والكتب الدراسية) هل تعتقد أنه يوجد عوامل أخرى تساعد على تطوير وتحفيز طلاب اللغة الإنجليزية ؟

.....

 12 – من وجهة نظرك ، ما هي أشد الصعوبات التي تمنع طلابك من التحفيز لتعلم اللغة الإنجليزية ؟

.....

 13- هل البيئة المدرسية تحفز الطلاب لتعلم اللغة الإنجليزية ؟ وكيف ؟

.....

 14 – ما مدى تأثير البيئة السعودية كبيئة أجنبية للغة الإنجليزية على الطلاب السعوديين ؟

.....

 15- من وجهة نظرك ، هل تعتقد أن طرق التدريس / تعليم اللغة الإنجليزية في مكان ما يمكن استخدامها بنجاح في السعودية ؟ أشرح من فضلك ؟

.....

 16 – كمعلم للغة الإنجليزية ، هل لديك اتصال بأولياء أمور الطلاب ؟

.....
.....
17 – إذا كان لديك اتصال بأولياء أمور الطلاب ، هل هذه (الميزة) تساعد طلابك في تعليمهم؟ أشرح من فضلك؟

.....
.....
18 – ما هي الأشياء التي يعملها المعلمون والآباء لتحفيز الطلاب لتعلم اللغة الإنجليزية؟

.....
.....
19 – هل تتحدث باللغة الإنجليزية في الفصل؟ وكيف؟ وكم المدة غالباً؟

.....
.....
20- على افتراض أنك تتحدثها ، هل وجدت التحدث باللغة الإنجليزية في الفصل تحفز أو تشجع الطلاب؟

.....
.....
21 – ما هي (أفضل وأسوء) أنواع الأنشطة التي وجدتها تؤثر في تحفيز الطلاب؟

.....
.....
22 – من وجهة نظرك ، ما هي الإقتراحات في (الأساليب والطرق) التي بدورها يمكن لمعلمي اللغة الإنجليزية تحفيز طلابهم بها؟

.....
.....
23 – ما هي أهم الأساليب التحفيزية التي قمت بتطبيقها واستخدامها لتحفيز طلابك لنيل النجاح في تعلم اللغة الإنجليزية؟

.....
.....
24 – هل لديك تعليقات أو مداخلات أخرى؟

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أخيراً :

شكراً جزيلاً لإصغائك ومساعدتك لي في هذه الدراسة .

Appendix G: Interview questions guide for parents (English version)



Personal information

- 1 - What are your highest academic qualifications?
- 2 - Beside your mother tongue, which languages have you learnt?
- 3 - If you studied English, how many years did you study it? Did you enjoy learning it?

Motivation

- 4 - Do you think it is important that your child be motivated to learn English? If so, why?
- 5 - What factors increase your child's motivation as an English language learner?
- 6 - How important is your child's teacher in encouraging your child to learn English?
- 7- Do the materials used in teaching English encourage your child? Why?
- 8 - Do you think that your child's English language curriculum needs any improvements? Explain please.
- 9 - What are the biggest difficulties impeding your child's English language studies?

Social context

- 10 - What is your opinion about your child's school environment? Explain please.
- 11 - Do you believe that Saudi Arabian society encourages your child to learn English?
- 12 - As a parent of a learner of English, do you have regular contact with your child's English teachers about your child's English language learning?
- 13 - If you do have regular contact with your child's teachers about your child's English language learning, do you find this assists your child as English language learner?

14 - Do you believe that parental encouragement helps your child to be more successful in learning English?

Personality and attitude

15 - Does your child enjoy learning English?

16 - What do you hope your child will achieve in the future through his English language studies?

17 - Does your child speak English outside the classroom? How? How often?

Learning experiences and teaching methods

18 - What advice can you give other parents of learners of English language to help them assist their children to learn the language successfully?

19 - What motivational strategies do you find most successful in encouraging your child to achieve success in his English language learning?

20 - Do you have any further comments?

Thank you for your participation

Appendix H: Interview questions guide for parents (Arabic version)



المقابلة الشخصية مع الآباء

1 - ما هي المؤهلات والشهادات الأكاديمية التي حصلت عليها ؟

.....
.....

2- بجانب لغتك الأم الأصلية ، ما هي اللغات الأخرى التي قد تعلمتها ؟

.....
.....

3- هل درست اللغة الإنجليزية ؟ وكم عدد السنوات التي درست فيها اللغة الإنجليزية ؟ وهل استمتعت بتعلم اللغة ؟

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4- هل تعتقد أنه من المهم لابنك بأن يكون (متحفزاً ، متشجعاً) لتعلم اللغة الإنجليزية ؟ ولماذا ؟

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.....
.....

5 - كمتعلم للغة الإنجليزية ، ما هي العوامل المحفزة لابنك لتعلم اللغة الإنجليزية ؟

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6 - ما مدى أهمية معلم اللغة الإنجليزية في تحفيز ابنك لتعلم اللغة ؟

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.....
.....

7- هل الكتاب المدرسي المقرر في تدريس اللغة الإنجليزية يحفز ابنك (لتعلم اللغة) ؟ ولماذا ؟

.....

.....

8 - هل تعتقد أن المنهج الدراسي لتعليم اللغة الإنجليزية لابنك يحتاج إلى تطوير ؟ أشرح من فضلك .

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9 - ما هي أصعب المعوقات التي تعيق ابنك عن تعلم اللغة الإنجليزية ؟

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10 - ما هي وجهة نظرك حول البيئة التعليمية المدرسية لابنك في تعلم اللغة الإنجليزية ؟ أشرح من فضلك .

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.....

11 - هل تعتقد أن المجتمع السعودي يحفز ابنك لتعلم اللغة الإنجليزية ؟ ولماذا؟

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12 - بما أن لديك ابن يتعلم اللغة الإنجليزية ، هل لديك اتصال مع معلم اللغة الإنجليزية حول تعلم ابنك للغة الإنجليزية ؟
أشرح من فضلك.

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13 - إذا كان لديك اتصال مع معلم اللغة الإنجليزية لابنك ، هل وجدت هذه (الميزة) مساعدة لابنك لتعلم اللغة الإنجليزية ؟
أشرح من فضلك.

.....

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14 - هل تعتقد أن تحفيز الآباء يساعد الأبناء ليكونوا ناجحين في تعلم اللغة الإنجليزية ؟

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15 – هل ابنك يستمتع بتعلم اللغة الإنجليزية ؟

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.....

16 – ما هي طموحاتك لابنك بأن ينال في المستقبل من خلال تعلمه اللغة الإنجليزية ؟

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17 – هل ابنك يتحدث اللغة الإنجليزية في خارج الفصل ؟ كيف ؟ كم المدة الزمنية غالباً ؟

.....
.....

18 – ما هي النصيحة التي يمكن أن تعطيتها لبعض الآباء اللذين أبنائهم يتعلمون اللغة الإنجليزية لمساعدتهم لتعلم اللغة بنجاح ؟

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19 - ما هي أهم الأساليب التحفيزية التي وجدتها مهمة لتحفيز ابنك لنيل النجاح في تعلم اللغة الإنجليزية ؟

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20 - هل لديك تعليقات أو مداخلات أخرى ؟

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أشكرك لمشاركتك في هذا البحث

Appendix I: Human subjects' Approval from SBREC (Social and Behavioral Research Ethics Committee) to conduct research.

Flinders University and Southern Adelaide Local Health Network
SOCIAL AND BEHAVIOURAL RESEARCH ETHICS COMMITTEE

Research Services Office, Union Building, Flinders University

GPO Box 2100, ADELAIDE SA 5001

Phone: (08) 8201 3116

Email: human.researchethics@flinders.edu.au

FINAL APPROVAL NOTICE

Principal Researcher: Mr Wael Holbah

Email: wael1430@hotmail.com & Holb0013@flinders.edu.au

Address: School of Humanities

Project Title: Exploration of motivational factors in English language learning: Difficulties for (L1 Arabic) speakers of English in Saudi Arabian context

Project No.: **5298**

Final Approval Date: 11 August 2011

Approval Expiry Date: **31 July 2013**

The above proposed project has been **approved** on the basis of the information contained in the application, its attachments and the information subsequently provided.

If you have any outstanding permission letters (item D8), that may have been previously requested, please ensure that they are forwarded to the Committee as soon as possible. Additionally, for projects where approval has also been sought from another Human Research Ethics Committee (item G1), please be reminded that a copy of the ethics approval notice will need to be sent to the Committee on receipt.

In accordance with the undertaking you provided in your application for ethics approval for the project, please inform the Social and Behavioural Research Ethics Committee, giving reasons, if the research project is discontinued before the expected date of completion.

You are also required to report anything which might warrant review of ethical approval of the protocol. Such matters include:

- serious or unexpected adverse effects on participants;
- proposed changes in the protocol (modifications);
- any changes to the research team; and
- unforeseen events that might affect continued ethical acceptability of the project.

To modify/amend a previously approved project please either mail or email a completed copy of the Modification Request Form to the Executive Officer, which is available for download from <http://www.flinders.edu.au/research/info-for-researchers/ethics/committees/social-and-behavioural-research-ethics-committee/notification-of-committee-decision.cfm>.

Please ensure that any new or amended participant documents are attached to the modification request.

In order to comply with monitoring requirements of the *National Statement on Ethical Conduct in Human Research (March 2007)* an annual progress and/or final report must be submitted. A copy of the pro forma is available from

<http://www.flinders.edu.au/research/info-for-researchers/ethics/committees/social-behavioural.cfm>.

Your first report is due on **11 August 2012** or on completion of the project, whichever is the earliest. *Please retain this notice for reference when completing annual progress or final reports.* If an extension of time is required, please email a request for an extension of time, to a date you specify, to human.researchethics@flinders.edu.au before the expiry date.

Andrea Mather
Executive Officer
Social and Behavioural Research Ethics Committee
12 August 2011

c.c Dr Robyn Najar, robyn.najar@flinders.edu.au
Dr Jeffrey Gil, jeffrey.gil@flinders.edu.au

**Appendix J: Consent form for participation in the research by interview for
english language teachers and parents of children (English Version)**

I

being over the age of 18 years hereby consent to participate as requested in the interview and focus group for the research project on 'Exploration of motivational factors in English language learning: Problems for Saudi Arabian learners in the Saudi Arabian context'.

- 1- I have read the information provided.
- 2- Details of procedures and any risks have been explained to my satisfaction.
- 3- I agree to audio recording of my information and participation.
- 4- I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
- 5- I understand that:
 - I may not directly benefit from taking part in this research.
 - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
 - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
 - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
 - I may ask that the recording/observation be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.

Participant's signature.....Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

Researcher's signature.....Date.....

NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation of Items 6 and 7, as appropriate.

6- I, the participant whose signature appears below, have read a transcript of my participation and agree to its use by the researcher as explained.

Participant's signature.....Date.....

7- I, the participant whose signature appears below, have read the researcher's report and agree to the publication of my information as reported.

Participant's signature.....Date.....

**Appendix K: Consent form for participation in the research by interview for
English language teachers (Arabic Version)**



بسم الله الرحمن الرحيم

(الموافقة على الإشتراك في الدراسة للمعلمين)

أنا المعلم.....أقر أنني أبلغ من العمر أكثر من 18 سنة وأرغب في المشاركة في الدراسة:

(اكتشاف العوامل التي تؤدي إلى تحفيز الطلاب والصعوبات التي يواجهونها في تعلم اللغة الإنجليزية في المملكة العربية السعودية)

1- أقر بأنني قرأت ورقة معلومات الدراسة .

2- أقر بأنني فهمت جميع إجراءات الدراسة والمخاطر المحتملة وأوافق على المشاركة في البحث .

3- أقر بأنني أوافق على تسجيل المقابلة الشخصية مع الباحث .

4- أقر بأنني حصلت على نسخة من ورقة معلومات الدراسة ونسخة من التفويض بإجراء المقابلة الشخصية .

5- أقر بأنني فهمت الأتي :

- أن مشاركتي في الدراسة تعتبر مشاركة تطوعية , أي أنه لا يترتب عليها أي فائدة مادية.
- بأن لي الحرية في الإنسحاب من المشاركة في هذه الدراسة إذا رغبت ذلك.
- أنه في حالة نشر معلومات الدراسة لن يتم كشف هوية المشاركين في هذه الدراسة وسيحافظ الباحث على خصوصية المعلومات.
- أنه في حالة مشاركتي أو عدم مشاركتي أو حتى انسحابي بعد قبولي في هذه الدراسة لن يؤثر على عملي.
- أن لي الحق في أن أطلب إيقاف التسجيل الصوتي للمقابلة الشخصية مع الباحث وأن أنسحب من المقابلة دون أن يؤثر ذلك علي بصورة سلبية.

التاريخ/ اسم المعلم/

أقر بأنني قد شرحت للمشارك جميع إجراءات وأهداف الدراسة ليشارك تطوعياً وأنه فهم حجم مشاركته ووقع باختياره على المشاركة.

اسم الباحث/ وائل بن علي بن أحمد حلبة

أقر أنني الموقع أدناه قد قرأت نص المقابلة الشخصية التي أجريتها مع الباحث وأوافق على استخدامها من قبل الباحث.

التاريخ/ توقيع المشارك/

أقر أنني الموقع أدناه قد قرأت تقرير الباحث وأوافق على نشر مشاركتي في البحث كما هي.

التاريخ/ توقيع المشارك/

Appendix L: Consent form for participation in the research by interview for parents of children (Arabic version)



بسم الله الرحمن الرحيم

(الموافقة على الإشتراك في الدراسة لأولياء الأمور)

أنا ولي أمر الطالب.....

أقر أنني أبلغ من العمر أكثر من 18 سنة وأرغب في المشاركة في الدراسة:

(اكتشاف العوامل التي تؤدي إلى تحفيز الطلاب والصعوبات التي يواجهونها في تعلم اللغة الإنجليزية في المملكة العربية السعودية)

1- أقر بأنني قرأت ورقة معلومات الدراسة .

2- أقر بأنني فهمت جميع إجراءات الدراسة والمخاطر المحتملة وأوافق على المشاركة في البحث .

3- أقر بأنني أوافق على تسجيل المقابلة الشخصية مع الباحث .

4- أقر بأنني حصلت على نسخة من ورقة معلومات الدراسة ونسخة من التفويض بإجراء المقابلة الشخصية .

5- أقر بأنني فهمت الأتي :

- أن مشاركتي في الدراسة تعتبر مشاركة تطوعية , أي أنه لا يترتب عليها أي فائدة مادية.
- بأن لي الحرية في الانسحاب من المشاركة في هذه الدراسة إذا رغبت ذلك.
- أنه في حالة نشر معلومات الدراسة لن يتم كشف هوية المشاركين في هذه الدراسة وسيحافظ الباحث على خصوصية المعلومات.
- أنه في حالة مشاركتي أو عدم مشاركتي أو حتى انسحابي بعد قبولي في هذه الدراسة لن يؤثر على دراسة ابني وتحصيله الدراسي.
- أن لي الحق في أن أطلب إيقاف التسجيل الصوتي للمقابلة الشخصية مع الباحث وأن انسحب من المقابلة دون أن يؤثر ذلك علي بصورة سلبية.

التاريخ / اسم ولي الأمر/

أقر بأنني قد شرحت للمشارك جميع إجراءات وأهداف الدراسة ليشارك تطوعياً وأنه فهم حجم مشاركته ووقع باختياره على المشاركة.

اسم الباحث / وائل بن علي بن أحمد حلبة

أقر أنني الموقع أدناه قد قرأت نص المقابلة الشخصية التي أجريتها مع الباحث وأوافق على استخدامها من قبل الباحث.

التاريخ / توقيع ولي الأمر/

أقر أنني الموقع أدناه قد قرأت تقرير الباحث وأوافق على نشر مشاركتي في البحث كما هي:

التاريخ / توقيع ولي الأمر/

Appendix M: Parental consent form for participation of child in the research by interview and focus group interviews (English version)

I

being over the age of 18 years hereby consent to my child

.....

participating, as requested, in the interview and focus group for the research project on 'Exploration of motivational factors in English language learning: Problems for Saudi Arabian learners in the Saudi Arabian context'.

1- I have read the information provided.

2- Details of procedures and any risks have been explained to my satisfaction.

3- I agree to audio recording of my child's information and participation.

4- I am aware that I should retain a copy of the Information Sheet and consent form for future reference

5- I understand that:

- My child may not directly benefit from taking part in this research.
- My child is free to withdraw from the project at any time and is free to decline to answer particular questions.
- While the information gained in this study will be published as explained, my child will not be identified, and individual information will remain confidential.
- Whether my child participates or not, or withdraws after participating, will have no effect on any treatment or service that is being provided to him/her.
- Whether my child participates or not, or withdraws after participating, will have no effect on his/her progress in his/her course of study, or results gained.
- My child may ask that the recording/observation be stopped at any time, and he/she may withdraw at any time from the session or the research without disadvantage.

Participant's signature.....Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

Researcher's signature.....Date.....

NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation of Items 6 and 7, as appropriate.

6- I, the participant whose signature appears below, have read a transcript of my participation and agree to its use by the researcher as explained.

Participant's signature.....Date.....

7- I, the participant whose signature appears below, have read the researcher's report and agree to the publication of my information as reported.

Participant's signature.....Date.....

**Appendix N: Parental consent form for participation of child in the research by
interview and focus group interviews (Arabic version)**



بسم الله الرحمن الرحيم

موافقة أولياء الأمور لمشاركة أبنائهم في الدراسة

أنا ولي أمر الطالب

أقر أنني أبلغ من العمر أكثر من 18 سنة وأرغب في مشاركة ابني في الدراسة:

(اكتشاف العوامل التي تؤدي إلى تحفيز الطلاب والصعوبات التي يواجهونها في تعلم اللغة الإنجليزية في المملكة العربية السعودية)

1- أقر بأنني قرأت ورقة معلومات الدراسة .

2- أقر بأنني فهمت جميع إجراءات الدراسة والمخاطر المحتملة وأوافق على مشاركة ابني في الدراسة.

3- أقر بأنني أوافق على تسجيل ابني في المقابلة الشخصية مع الباحث .

4- أقر بأنني حصلت على نسخة من ورقة معلومات الدراسة ونسخة من التفويض بإجراء المقابلة الشخصية مع ابني.

5- أقر بأنني فهمت الأتي :

- أن مشاركة ابني في الدراسة تعتبر مشاركة تطوعية , أي أنه لا يترتب عليها أي فائدة مادية.
- بأن ابني له الحرية في الانسحاب من المشاركة في هذه الدراسة إذا رغب ذلك.
- أنه في حالة نشر معلومات الدراسة لن يتم كشف هوية المشاركين في هذه الدراسة وسيحافظ الباحث على خصوصية المعلومات.
- أنه في حالة مشاركة ابني أو عدم مشاركته أو حتى انسحابه بعد قبوله في هذه الدراسة لن يؤثر على دراسته وتحصيله الدراسي.
- أن له الحق في أن يطلب إيقاف التسجيل الصوتي للمقابلة الشخصية مع الباحث وأن ينسحب من المقابلة دون أن يؤثر ذلك عليه بصورة سلبية.

التاريخ/ اسم ولي أمر الطالب/

أقر بأنني قد شرحت للمشارك جميع إجراءات وأهداف الدراسة ليشرك ابني تطوعياً وأنه فهم حجم مشاركته ووقع بإختياره على مشاركة ابني في هذه الدراسة.

اسم الباحث/ وائل بن علي بن أحمد حلبة

أقر أنني الموقع أدناه قد قرأت نص المقابلة الشخصية التي أجراها الباحث مع ابني وأوافق على استخدامها من قبل الباحث.

التاريخ/ توقيع المشارك/

أقر أنني الموقع أدناه قد قرأت تقرير الباحث وأوافق على نشر مشاركة ابني في البحث كما هي.

التاريخ/ توقيع المشارك/

**Appendix O: Research information letter provided to Ministry of Education
(English version)**

I am a doctoral candidate in the Faculty of Humanities at Flinders University, Adelaide, South Australia. I am in the process of conducting a research project for my PhD dissertation. The research concerns exploration of motivational factors in English language learning: Problems for Saudi Arabian learners in the Saudi Arabian Context. As a part of the research, I would like to be able to:

- Conduct interviews with teachers, learners, and parents of learners. The purpose of interviews is to seek information concerning motivation and English language acquisition in Saudi Arabia. I propose to conduct 6 teacher interviews, 12 learners' interviews, and 6 parent interviews.
- Individual interview with 6 participants from 12 focus group learners who have been interviewed.
- Submission of a questionnaire consisting of 30 questions concerning motivational factors. The questionnaire should take approximately no longer than one hour to complete. It will be administered to all of the learners. It is anticipated that questionnaire will be administered to approximately 259 learners in total.

I am requesting the assistance of and the permission of the Ministry of Education in Jazan city for the conduct of this schools based research. I appreciate that the conduct of the research has the potential to interrupt normal class activities. I believe, however, that the results of the research are likely to lead to improved positive results for the teaching and learning of English as EFL in Saudi Arabia.

Of course, I will contact school principals, teachers, learners, and parents of learners to seek their cooperation in this research. Nevertheless, I would appreciate it if the Ministry of Education could also advice schools and parents that it supports and encourages my research.

It is important to remember that no participant will be under any obligation to take part in this research. All of the information provided will be kept confidential. No individual will be identified in the research report.

Your willingness to assist with this research is greatly appreciated.

If you have any further questions or comments, please feel free to contact the researcher at the following:

Name: Wael Ali Holbah.

Address: Faculty of Humanities

Flinders University

Bedford Park

South Australia

Mobile: +966504572440

Email: wael1430@hotmail.com

Thank you very much for your assistance!

Appendix P: Research information letter provided to Ministry of Education

(Arabic version)



بسم الله الرحمن الرحيم

خطاب تعريفى لوزارة التربية والتعليم

سعادة مدير عام التربية والتعليم بمنطقة جازان المحترم

السلام عليكم ورحمة الله وبركاته وبعد

أفيد سعادتكم بأنني أقوم بدراسة بعنوان (اكتشاف العوامل التي تؤدي إلى تحفيز الطلاب والصعوبات التي يواجهونها في تعليم اللغة الإنجليزية) لنيل شهادة الدكتوراه من قسم اللغة الإنجليزية في جامعة فليندرز بمدينة أدلبيد في دولة أستراليا وأرغب في عمل ما يلي :

1- مقابلات شخصية مع (معلمي اللغة الإنجليزية , الطلاب وأولياء أمور الطلاب) وذلك من أجل أخذ آرائهم وتطلعاتهم في مدى توجهات أبنائنا الطلاب ومدى تحفيزهم ودوافعهم لتعلم اللغة الإنجليزية.

2- أخذ آراء الطلاب من خلال تعبئة الاستبيانات التي سوف توزع عليهم في بعض المدارس المتوسطة في منطقة جازان

أمل منكم الموافقة على مساعدتي في عمل البحث الميداني في المدارس المتوسطة بجازان علمًا بأن الباحث سوف يتواصل مع (مدراء المدارس, معلمي اللغة الإنجليزية, الطلاب وأولياء أمور الطلاب) وذلك من أجل جمع المعلومات لتحقيق أهداف الدراسة.

كما يسعدني أيضا أن أؤكد لكم بأن جميع المعلومات التي سوف يحصل عليها الباحث سيتم الإطلاع عليها من قبل الباحث لغرض الدراسة فقط ولن يكون لها تأثير على تقييم الطلاب في مادة اللغة الإنجليزية وسوف يحتفظ بالخصوصية والسرية لهذه المعلومات.

شكرا لكم على تعاونكم واهتمامكم في تحقيق أهداف الدراسة,,, والله يحفظكم ويرعاكم

الباحث/ وائل بن علي بن أحمد حلبة

قسم اللغة الإنجليزية

مدينة أدلبيد/ ولاية جنوب أستراليا/ جامعة فليندرز

البريد الإلكتروني/wael1430@hotmail.com

رقم الجوال/ 0504572440

Appendix Q: Research information letter provided to school principals (English version)

I am a doctoral candidate in the Faculty of Humanities at Flinders University, Adelaide, South Australia. I am in the process of conducting a research project for my PhD dissertation. The research concerns exploration of motivational factors in English language learning: Problems for Saudi Arabian learners in the Saudi Arabian Context. As a part of the research, I would like to be able to:

- Conduct interviews with teachers, learners, and parents of learners. The purpose of interviews is to seek information concerning motivation and English language acquisition in Saudi Arabia. I propose to conduct a total of 6 teacher interviews across 6 schools (including your school), 12 learner interviews across 9 schools (including your school), and 6 parent interviews.
- Individual interview with 6 participants from 12 focus group learners who have been interviewed.
- One focus group interview with 12 participants from 6 learners who have been interviewed. This may include learners from your school.
- Submission of a questionnaire consisting of 30 questions concerning motivational factors. The questionnaire should take approximately no longer than one hour to complete. It is anticipated that the questionnaire will be administered to approximately 259 learners in total across 6 schools. Approximately 50 learners from your school will be asked to complete the questionnaire.
- I have been granted the assistance and the permission of the Ministry of Education in Jazan city for the conduct of this schools based research. I also seek your assistance and permission as principal of this school for the conduct of this research. I appreciate that the conduct of the research has the potential to interrupt normal class activities. I believe, however, that the results of the research are likely to lead to improved positive results for the teaching and learning of English as EFL in Saudi Arabia in general and in your school in particular.

Of course, I will contact teachers, learners, and parents of learners to seek their cooperation in this research. Nevertheless, I would appreciate it you as principal of this school could also advice teachers, learners, and parents that the school supports and encourages my research.

It is important to remember that no participant will be under any obligation to take apart in this research. All of the information provided will be kept confidential. No individual will be identified in the research report.

Your assistance with this research is greatly appreciated.

If you have any further questions or comments, please feel free to contact the researcher at the following:

Name: Wael Ali Holbah.

Address: Faculty of Humanities

Flinders University

Bedford Park

South Australia

Mobile: +966504572440

Email: wael1430@hotmail.com

Thank you very much for your assistance!

Appendix R: Research information letter provided to school principals (Arabic version)



بسم الله الرحمن الرحيم

خطاب تعريفى لمدرء المدارس

سعادة مدير متوسطة.....منطقة جازان المحترم

السلام عليكم ورحمة الله وبركاته وبعد

أود إفادتك بأنني أقوم بدراسة بعنوان (اكتشاف العوامل التي تؤدي إلى تحفيز الطلاب والصعوبات التي يواجهونها في تعليم اللغة الإنجليزية) لنيل شهادة الدكتوراه من قسم اللغة الإنجليزية في جامعة فليندرز بمدينة أدلید في دولة أستراليا

وأرغب بعمل ما يلي :

- 1- مقابلات شخصية مع (معلمي اللغة الإنجليزية، الطلاب وأولياء أمور الطلاب) وذلك من أجل أخذ آرائهم وتطلعاتهم في مدى توجهات أبناءنا الطلاب ومدى تحفيزهم ودوافعهم لتعلم اللغة الإنجليزية .
 - 2- أخذ آراء الطلاب من خلال تعبئة الاستبيانات التي سوف توزع عليهم في بعض المدارس المتوسطة في منطقة جازان.
- أمل منكم الموافقة على مساعدتي في عمل البحث الميداني في مدرستكم المتوسطة بجازان علمًا بأن الباحث سوف يتواصل مع (مدرء المدارس، معلمي اللغة الإنجليزية، الطلاب ، وأولياء أمور الطلاب) وذلك من أجل جمع المعلومات لتحقيق أهداف الدراسة.

كما يسعدني أيضا أن أؤكد لكم بأن جميع المعلومات التي سوف يحصل عليها الباحث سيتم الإطلاع عليها من قبل الباحث لغرض الدراسة فقط ولن يكون لها تأثير على تقييم الطلاب في مادة اللغة الإنجليزية وسوف يحتفظ بالخصوصية والسرية لهذه المعلومات .

شكرا لكم على تعاونكم واهتمامكم في تحقيق أهداف الدراسة،،،، والله يحفظكم ويرعاكم

الباحث/ وائل بن علي بن أحمد حلبة

قسم اللغة الإنجليزية

مدينة أدلید/ ولاية جنوب أستراليا/ جامعة فليندرز

البريد الإلكتروني/wael1430@hotmail.com

رقم الجوال/ 0504572440

Appendix S: Research information letter provided to teachers (English version)

I am a doctoral candidate in the Faculty of Humanities at Flinders University, Adelaide, South Australia. I am in the process of conducting a research project for my PhD dissertation. The research concerns exploration of motivational factors in English language learning: Problems for Saudi Arabian learners in the Saudi Arabian Context.

As a part of the research, I would like to be able to:

- Conduct interviews with you, learners, and parents of learners. The purpose of interviews is to seek information concerning motivation and English language acquisition in Saudi Arabia. I propose to conduct a total of 6 teacher interviews across 6 schools (including your school), 12 learner interviews across 9 schools (including your school), and 6 parent interviews.
- Individual interview with 6 participants from 12 focus group learners who have been interviewed. This may include learners from your school.
- Submission of a questionnaire consisting of 30 questions concerning motivational factors. The questionnaire should take approximately no longer than one hour to complete. It is anticipated that the questionnaire will be administered to approximately 259 learners in total across 9 schools. Approximately 50 learners from your school will be asked to complete the questionnaire.

I have been granted the assistance and the permission of the Ministry of Education in Jazan city for the conduct of this schools based research. I also have been granted the assistance and permission of the principal of this school for the conduct of this research. I also seek your assistance and permission for the conduct of this research. I appreciate that the conduct of the research has the potential to interrupt normal class activities. I believe, however, that the results of the research are likely to lead to improved positive results for the teaching and learning of English as EFL in Saudi Arabia in general and in your school in particular.

Of course, I will also contact learners, and parents of learners to seek their cooperation in this research. Nevertheless, I would appreciate it you as the teacher of this class could also advice learners, and parents that the school supports and encourages my research.

It is important to remember that no participant will be under any obligation to take part in this research. All of the information provided will be kept confidential. No individual will be identified in the research report.

Your assistance with this research is greatly appreciated.

If you have any further questions or comments, please feel free to contact the researcher at the following:

Name: Wael Ali Holbah.

Address: Faculty of Humanities

Flinders University

Bedford Park

South Australia

Mobile: +966504572440

Email: wael1430@hotmail.com

Thank you very much for your assistance!

Appendix T: Research information letter provided to teachers (Arabic version)



بسم الله الرحمن الرحيم

خطاب تعريفى لمعلمى اللغة الإنجليزية

معلم اللغة الإنجليزية بالمدرسة المتوسطة..... المحترم

السلام عليكم ورحمة الله وبركاته وبعد

أود إفادتكم بأنني أقوم بدراسة بعنوان (اكتشاف العوامل التي تؤدي إلى تحفيز الطلاب والصعوبات التي يواجهونها في تعليم اللغة الإنجليزية) لنيل شهادة الدكتوراه من قسم اللغة الإنجليزية في جامعة فليندرز بمدينة أدليد بدولة أستراليا

وأرغب في عمل ما يلي :

1- مقابلات شخصية مع (معلمي اللغة الإنجليزية , الطلاب ، وأولياء أمور الطلاب) وذلك من أجل أخذ آرائهم وتطلعاتهم في مدى توجهات أبناءنا الطلاب ومدى تحفيزهم ودوافعهم لتعلم اللغة الإنجليزية .

2- أخذ آراء الطلاب من خلال تعبئة الاستبيانات التي سوف توزع عليهم في بعض المدارس المتوسطة في منطقة جازان .

أمل منكم الموافقة على مساعدتي في عمل البحث الميداني في مدرستكم المتوسطة بجازان علمًا بأن الباحث سوف يتواصل مع (مدراء المدارس, معلمي اللغة الإنجليزية ، الطلاب وأولياء أمور الطلاب) وذلك من أجل جمع المعلومات لتحقيق أهداف الدراسة.

كما يسعدني أيضا أن أؤكد لكم بأن جميع المعلومات التي سوف يحصل عليها الباحث سيتم الإطلاع عليها من قبل الباحث لغرض الدراسة فقط ولن يكون لها تأثير على تقييم الطلاب في مادة اللغة الإنجليزية وسوف يحتفظ بالخصوصية والسرية لهذه المعلومات .

شكرا لكم على تعاونكم واهتمامكم في تحقيق أهداف الدراسة,,, والله يحفظكم ويرعاكم

الباحث/ وائل بن علي بن أحمد حلبة

قسم اللغة الإنجليزية

مدينة أدليد/ ولاية جنوب أستراليا/ جامعة فليندرز

البريد الإلكتروني/wael1430@hotmail.com

رقم الجوال/ 0504572440

Appendix U: Research information letter provided to learners (English version)

I am a doctoral candidate in the Faculty of Humanities at Flinders University, Adelaide, South Australia. I am in the process of conducting a research project for my post graduate university studies. The research concerns exploration of motivational factors in English language learning: Problems for Saudi Arabian learners in the Saudi Arabian Context. As a part of the research, I will:

- If your teacher gives permission, I may record class proceedings with Audio-visual equipment.
- Conduct an interview with some of you, and with some of your parents. The purpose of the interviews is to seek information concerning motivation and English language acquisition in Saudi Arabia. I propose to conduct a total of 12 learner interviews across 9 schools (including your school), and 6 parent interviews.
- An individual interview with 6 participants from 12 focus group learners who have been interviewed. This may include some of you.
- Submission of a questionnaire consisting of 30 questions concerning motivational factors and motivational strategies. The questionnaire should take approximately no longer than one hour to complete.

I have been granted the assistance and the permission of the Ministry of Education in Jazan city for the conduct of this schools based research. I also have been granted the assistance and permission of the principal of this school and of your teacher for the conduct of this research. I also seek your assistance and permission for the conduct of this research. I appreciate that the conduct of the research has the potential to interrupt your normal class activities. I believe, however, that the results of the research are likely to lead to improved positive results for the teaching and learning of English as EFL in Saudi Arabia in general and in your school in particular.

Of course, I will also ask your parents to seek their cooperation in this research. Nevertheless, I would appreciate it you could also advise your parents that the school supports and encourages my research.

It is important to remember that no participant will be under any obligation to take part in this research. All of the information provided will be kept confidential. No individual will be identified in the research report.

Your assistance with this research is greatly appreciated.

If you have any further questions or comments, please feel free to contact the researcher at the following:

Name: Wael Ali Holbah.

Address: Faculty of Humanities

Flinders University

Bedford Park

South Australia

Mobile: +966504572440

Email: wael1430@hotmail.com

Thank you very much for your assistance!

Appendix V: Research information letter provided to learners (Arabic version)



بسم الله الرحمن الرحيم

خطاب تعريفى للطلاب

عزيزي الطالب المحترم

السلام عليكم ورحمة الله وبركاته وبعد

أود إفادتكم بأنني أقوم بدراسة بعنوان (اكتشاف العوامل التي تؤدي إلى تحفيز الطلاب والصعوبات التي يواجهونها في تعليم اللغة الإنجليزية) لنيل شهادة الدكتوراه من قسم اللغة الإنجليزية في جامعة فليندرز بمدينة أدلريد في دولة أستراليا

وأرغب في عمل ما يلي :

1- مقابلات شخصية مع (الطلاب ، أولياء أمور الطلاب , ومع معلمي اللغة الإنجليزية) وذلك من أجل أخذ آرائهم وتطلعاتهم في مدى توجهاتهم ومدى تحفيزهم ودوافعهم لتعلم اللغة الإنجليزية.

2- أخذ آرائكم من خلال تعبئة الاستبيانات التي سوف توزع عليكم في بعض المدارس المتوسطة في منطقة جازان .

أمل منكم الموافقة على مساعدتي في عمل البحث الميداني في المدارس المتوسطة بجازان علماً بأن الباحث سوف يتواصل مع (الطلاب ، أولياء أمور الطلاب , مدراء المدارس, معلمي اللغة الإنجليزية) وذلك من أجل جمع المعلومات لتحقيق أهداف الدراسة.

كما يسعدني أيضاً أن أؤكد لكم بأن جميع المعلومات التي سوف يحصل عليها الباحث سيتم الإطلاع عليها من قبل الباحث لغرض الدراسة فقط ولن يكون لها تأثير على تقييم الطلاب في مادة اللغة الإنجليزية وسوف يحتفظ بالخصوصية والسرية لهذه المعلومات.

شكراً لكم على تعاونكم واهتمامكم في تحقيق أهداف الدراسة, ,,, والله يحفظكم ويرعاكم

الباحث/ وائل بن علي بن أحمد حلبة

قسم اللغة الإنجليزية

مدينة أدلريد/ ولاية جنوب أستراليا/ جامعة فليندرز

البريد الإلكتروني/wael1430@hotmail.com

رقم الجوال/ 0504572440

Appendix W: Research information letter provided to parents (English version)

I am a doctoral candidate in the Faculty of Humanities at Flinders University, Adelaide, South Australia. I am in the process of conducting a research project for my post graduate university studies. The research concerns exploration of motivational factors in English language learning: Problems for Saudi Arabian learners in the Saudi Arabian Context. As a part of the research, I will:

- Conduct interviews with some of the children in your child's class, and with some of the parents of children in your child's class. The purpose of interviews is to seek information concerning motivation and English language acquisition in Saudi Arabia. I propose to conduct a total of 12 learner interviews across 9 schools (including your child's school), and 6 parent interviews.
- Individual interview with 6 participants from 12 focus group learners who have been interviewed. This may include some of the children in your child's class, possibly including your child.
- Submission of a questionnaire consisting of 30 questions concerning motivational factors and motivational strategies. The questionnaire should take approximately no longer than one hour to complete.

I have been granted the assistance and the permission of the Ministry of Education in Jazan city for the conduct of this schools based research. I also have been granted the assistance and permission of the principal of this school and of your child's teacher for the conduct of this research. I also seek your assistance and permission for the conduct of this research. I appreciate that the conduct of the research has the potential to interrupt your normal class activities. I believe, however, that the results of the research are likely to lead to improved positive results for the teaching and learning of English as EFL in Saudi Arabia in general and in your child's school in particular.

It is important to remember that no participant will be under any obligation to take part in this research. All of the information provided will be kept confidential. No individual will be identified in the research report.

I, therefore, seek your permission and consent for your child's possible involvement in my research as outlined above and to your possible participation in an interview for the purposes of this research.

Your assistance with this research is greatly appreciated.

If you have any further questions or comments, please feel free to contact the researcher at the following:

Name: Wael Ali Holbah.

Address: Faculty of Humanities

Flinders University

Bedford Park

South Australia

Mobile: +966504572440

Email: wael1430@hotmail.com

Thank you very much for your assistance!

Appendix X: Research information letter provided to parents (Arabic version)



بسم الله الرحمن الرحيم

خطاب تعريفى لأولياء أمور الطلاب

ولي أمر الطالب.....المحترم

السلام عليكم ورحمة الله وبركاته وبعد

أود إفادتكم بأنني أقوم بدراسة بعنوان (اكتشاف العوامل التي تؤدي إلى تحفيز الطلاب والصعوبات التي يواجهونها في تعليم اللغة الإنجليزية) لنيل شهادة الدكتوراه من قسم اللغة الإنجليزية في جامعة فليندرز بمدينة أدلبيد في دولة أستراليا

وأرغب في عمل ما يلي :

1- مقابلات شخصية مع (معلمي اللغة الإنجليزية , والطلاب , وأولياء الأمور) وذلك من أجل أخذ آرائهم وتطلعاتهم في مدى توجهات أبنائنا الطلاب ومدى تحفزهم ودوافعهم لتعلم اللغة الإنجليزية .

2- أخذ آراء أبنائكم الطلاب من خلال تعبئة الاستبيانات التي سوف توزع عليهم في بعض المدارس المتوسطة في منطقة جازان.

أمل منكم الموافقة على مساعدتي في عمل البحث الميداني في المدارس المتوسطة بجازان علمًا بأن الباحث سوف يتواصل مع (مدراء المدارس ، معلمي اللغة الإنجليزية ، أبنائكم الطلاب وأولياء أمور الطلاب) وذلك من أجل جمع المعلومات التي سوف تؤدي بإذن الله في تحفيز الطلاب لتعلم اللغة الإنجليزية والتي سوف تعود بالفائدة والنفع للجميع وخصوصاً أبنائنا الطلبة.

كما يسعدني أيضاً أن أؤكد لكم بأن جميع المعلومات التي سوف يحصل عليها الباحث سيتم الإطلاع عليها من قبل الباحث لغرض الدراسة فقط ولن يكون لها تأثير على تقييم الطلاب في مادة اللغة الإنجليزية وسوف يحتفظ بالخصوصية والسرية لهذه المعلومات .

شكراً لكم على تعاونكم واهتمامكم في تحقيق أهداف الدراسة,,, والله يحفظكم ويرعاكم

الباحث/ وائل بن علي بن أحمد حلبة

قسم اللغة الإنجليزية

مدينة أدلبيد/ ولاية جنوب أستراليا/ جامعة فليندرز

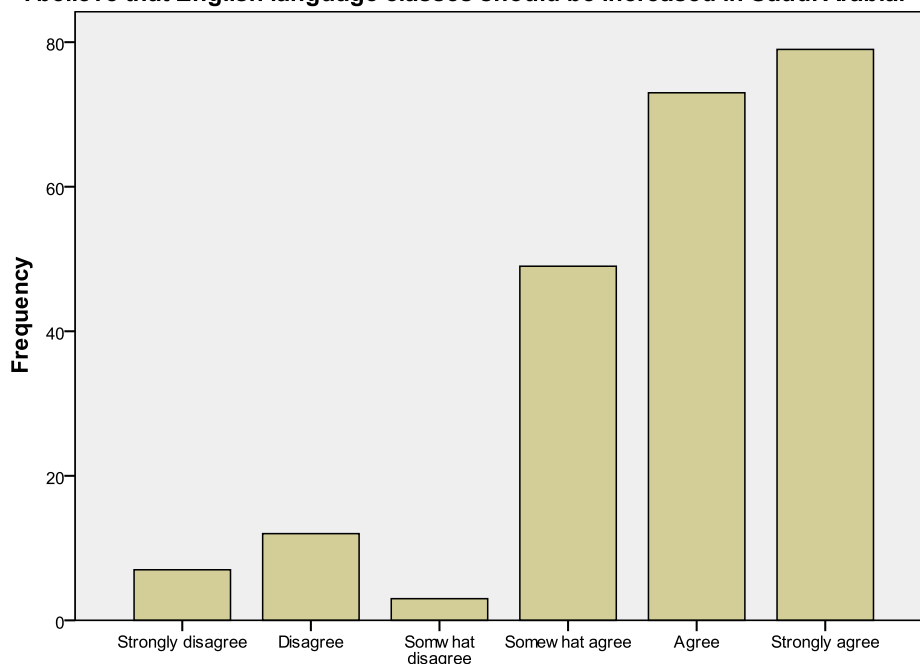
البريد الإلكتروني/wael1430@hotmail.com

رقم الجوال/ 0504572440

Appendix Y: Charts of frequency analysis (item 1-25)

Item 1

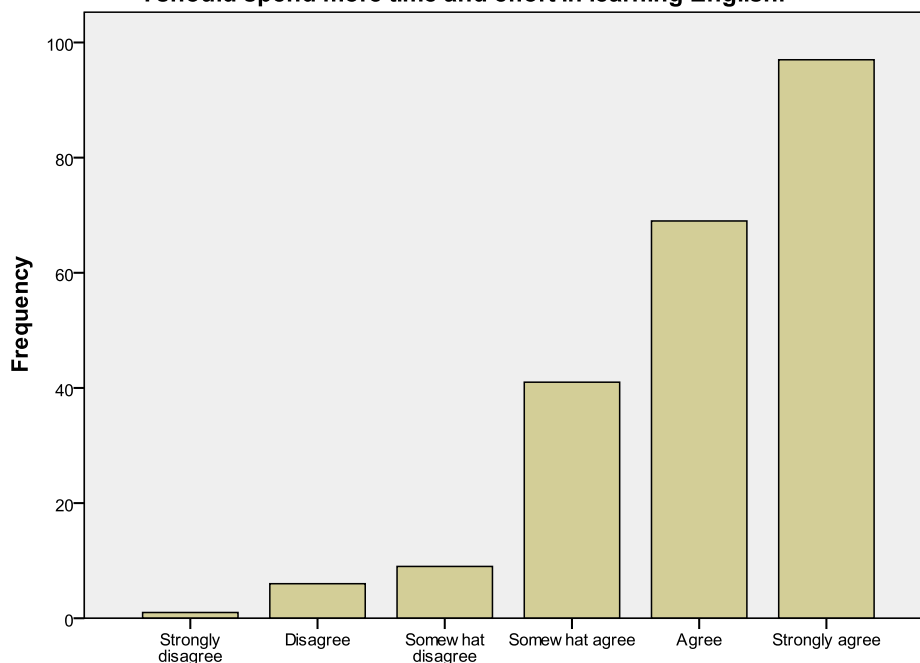
I believe that English language classes should be increased in Saudi Arabia.



I believe that English language classes should be increased in Saudi Arabia.

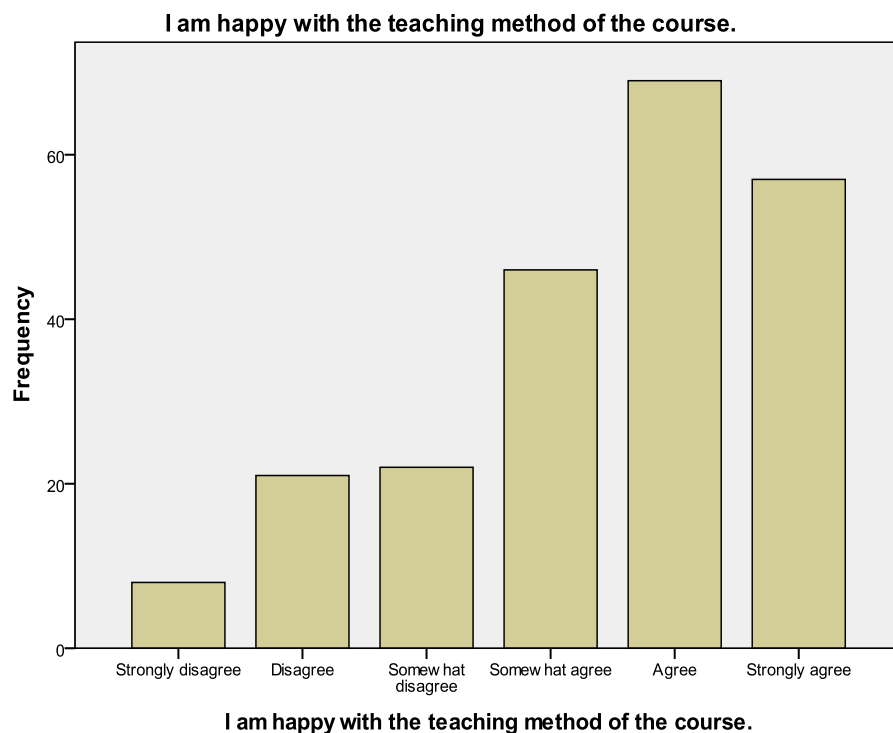
Item 2

I should spend more time and effort in learning English.



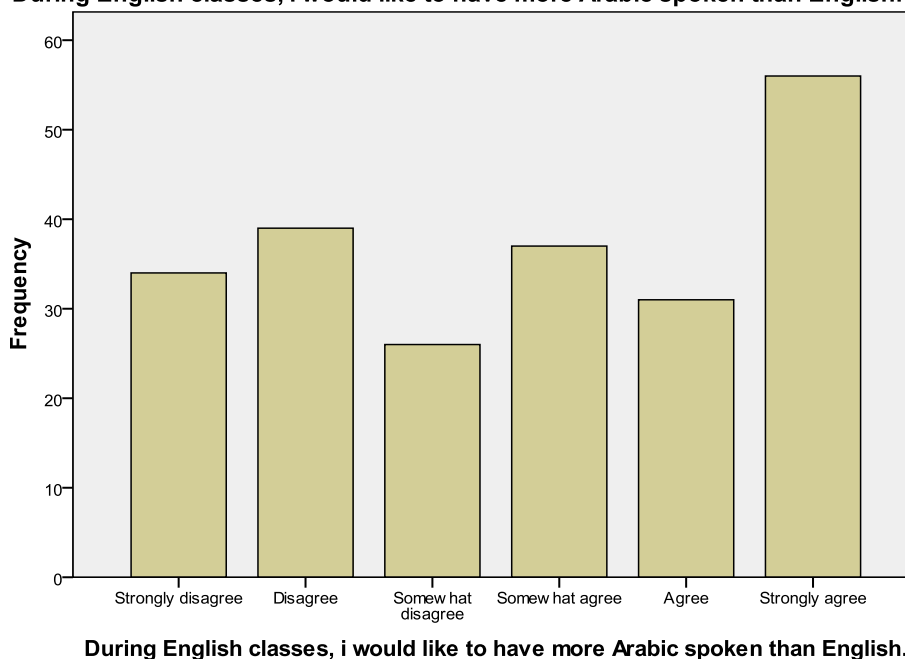
I should spend more time and effort in learning English.

Item 3



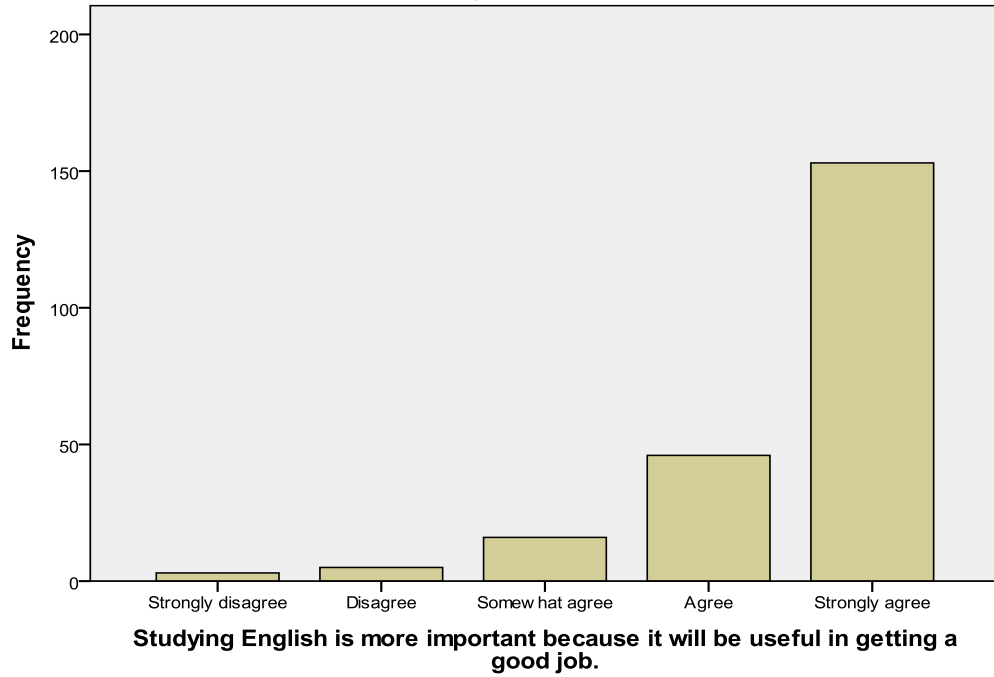
Item 4

During English classes, i would like to have more Arabic spoken than English.



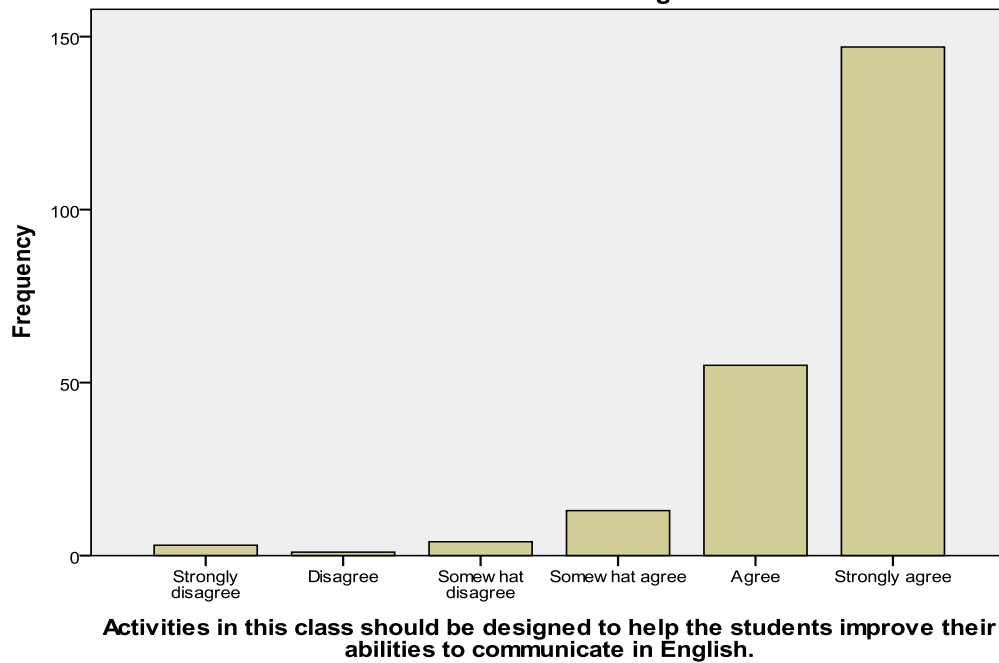
Item 5

Studying English is more important because it will be useful in getting a good job.



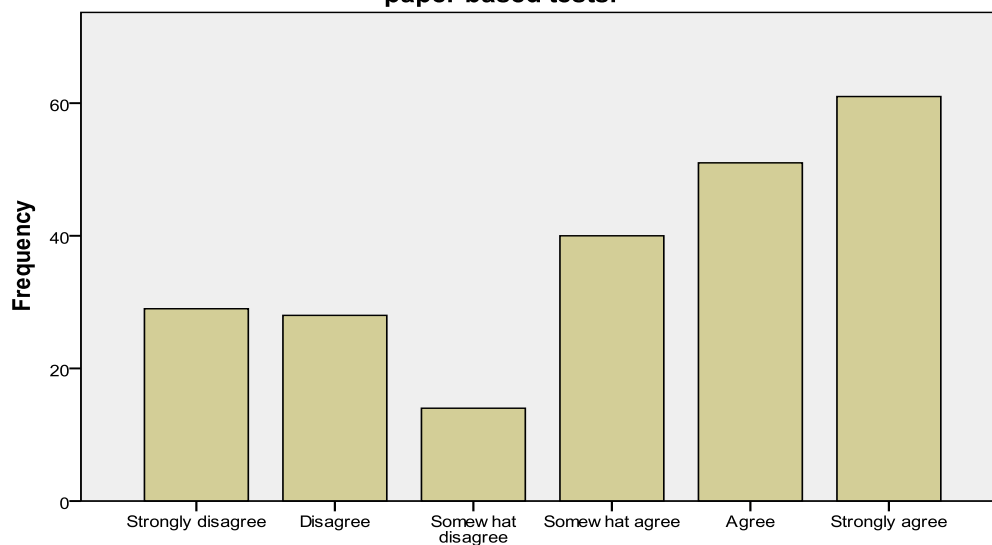
Item 6

Activities in this class should be designed to help the students improve their abilities to communicate in English.



Item 7

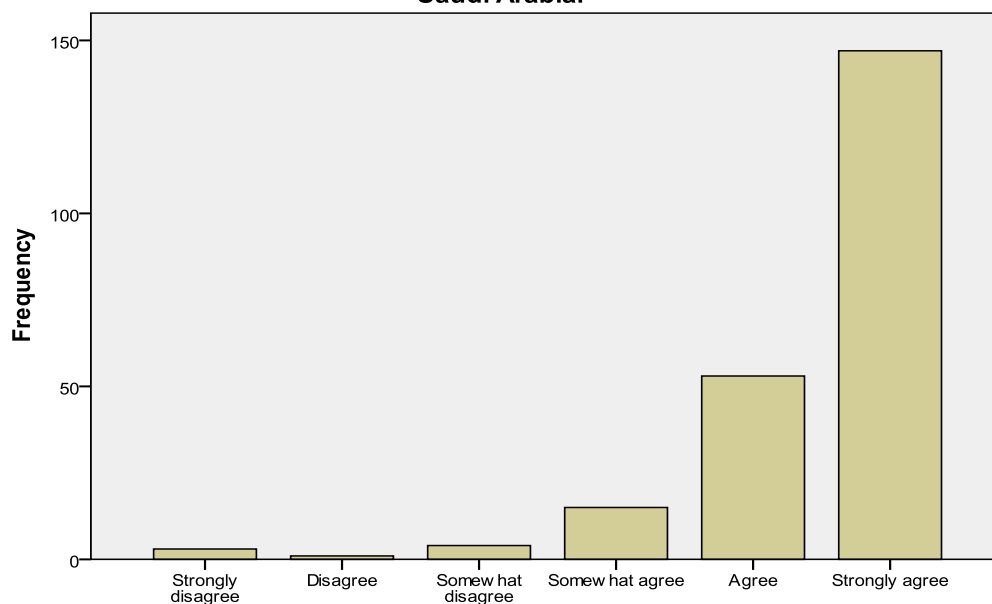
I prefer that there were better assessment methods (e.g. portfolio, collaborative projects, assignments, self-learning tasks, etc.) other than the current traditional paper-based tests.



I prefer that there were better assessment methods (e.g. portfolio, collaborative projects, assignments, self-learning tasks, etc.) other than the current traditional paper-based tests.

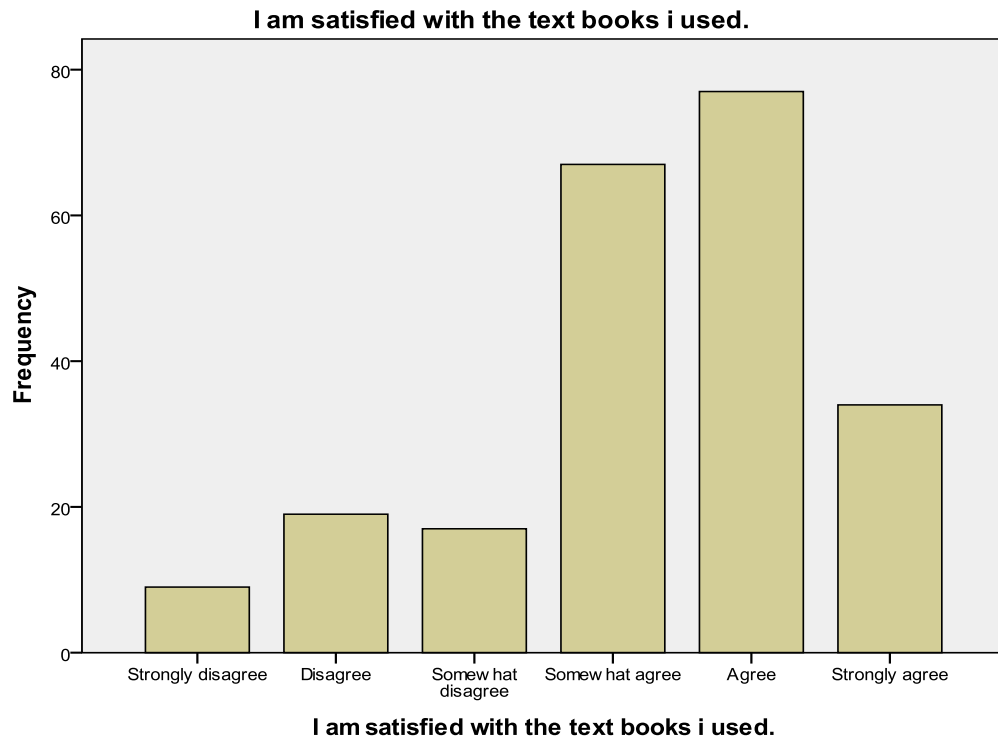
Item 8

English is very helpful for communicating with foreign laborers working now in Saudi Arabia.

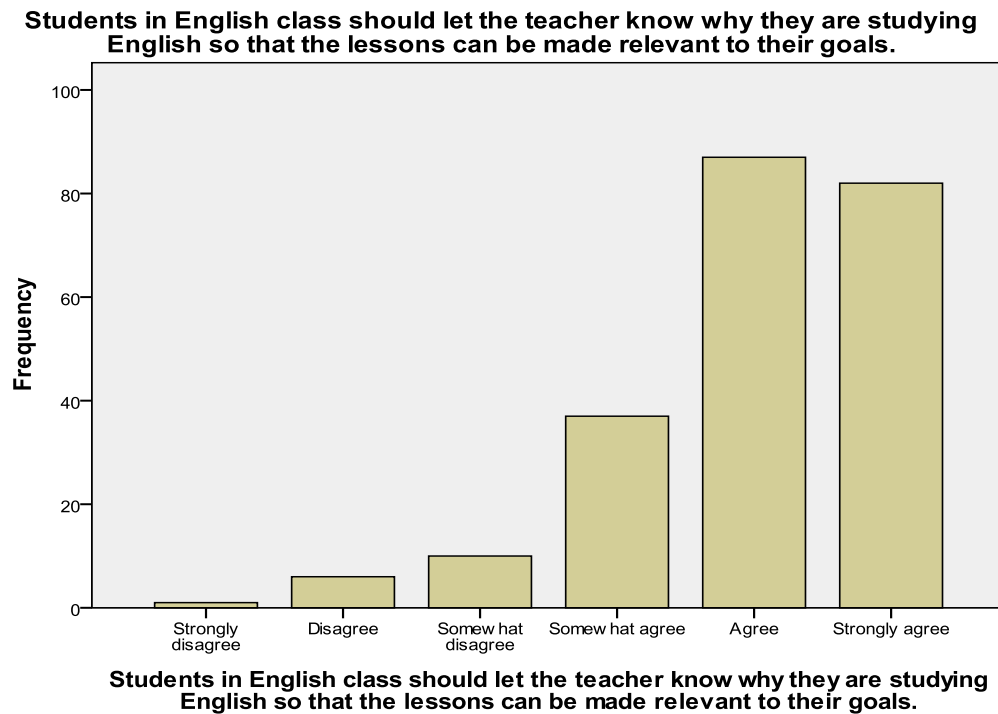


English is very helpful for communicating with foreign laborers working now in Saudi Arabia.

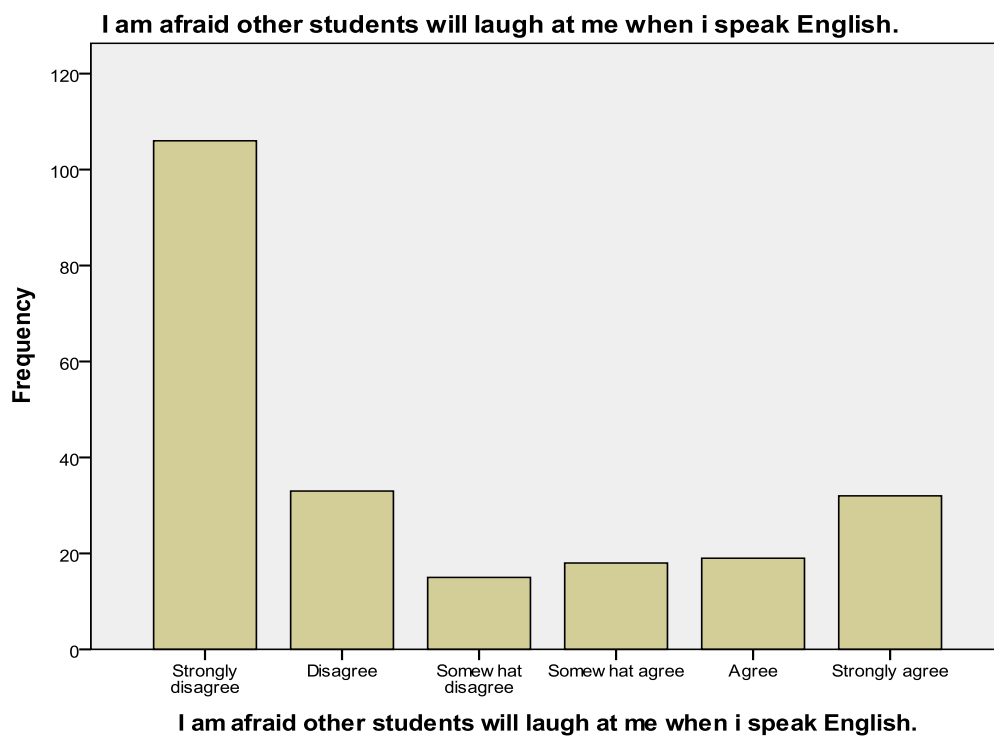
Item 9



Item 10

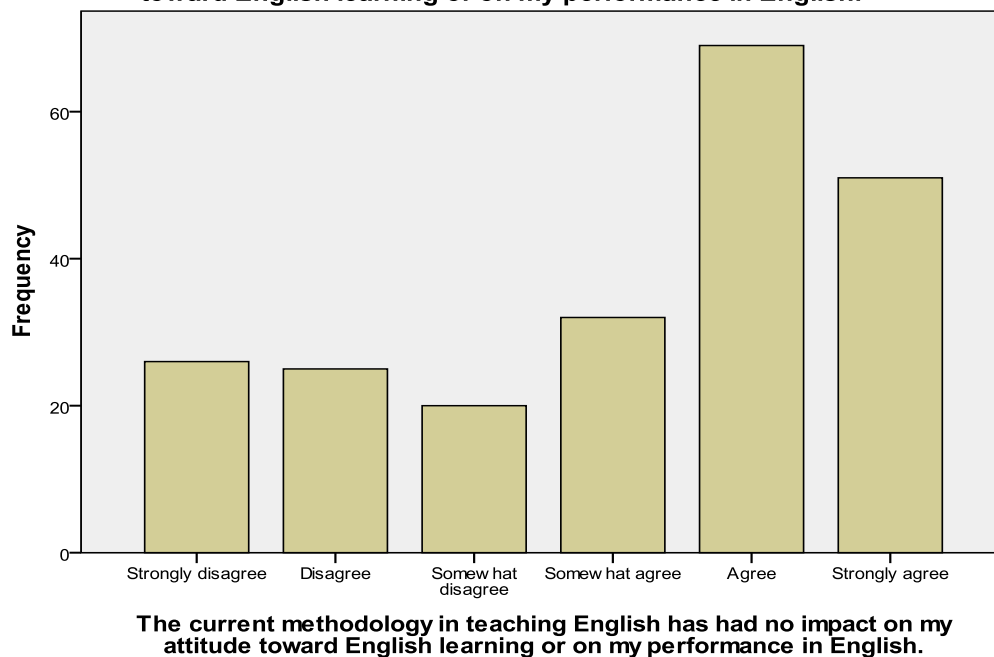


Item 11



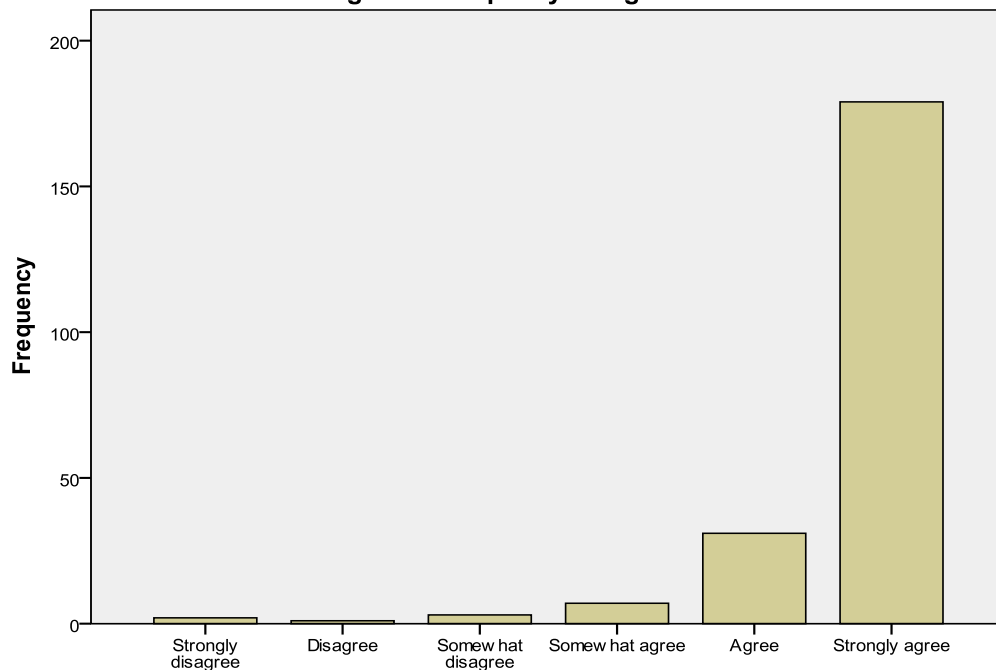
Item 12

The current methodology in teaching English has had no impact on my attitude toward English learning or on my performance in English.



Item 13

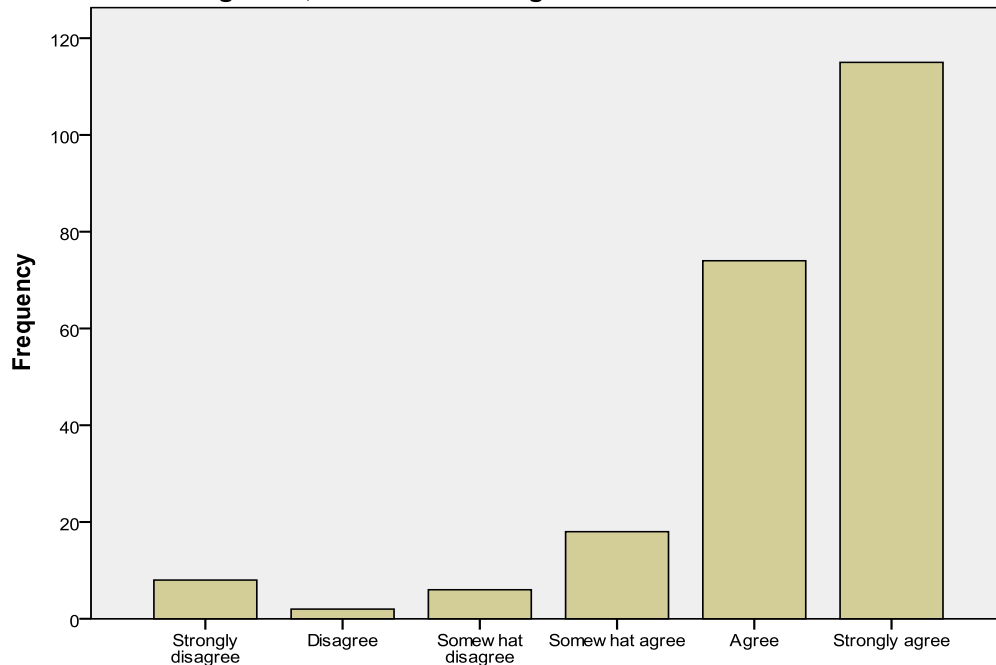
Teachers should show a good example by being committed and motivated.



Teachers should show a good example by being committed and motivated.

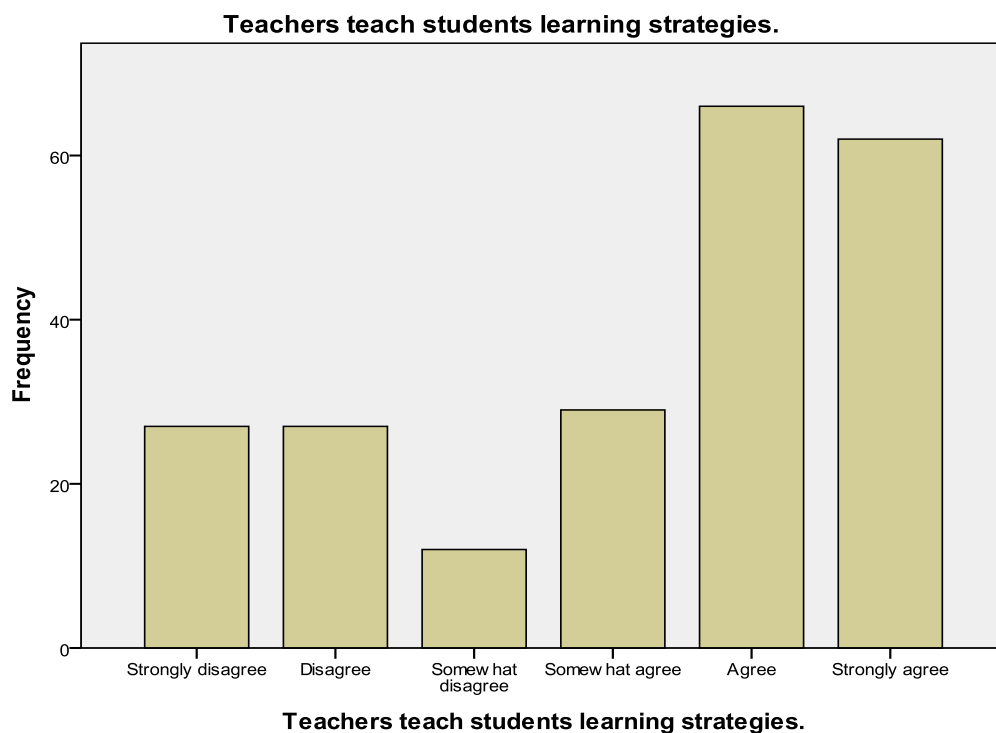
Item 14

Beside the grades, teachers should give the learners other rewards.

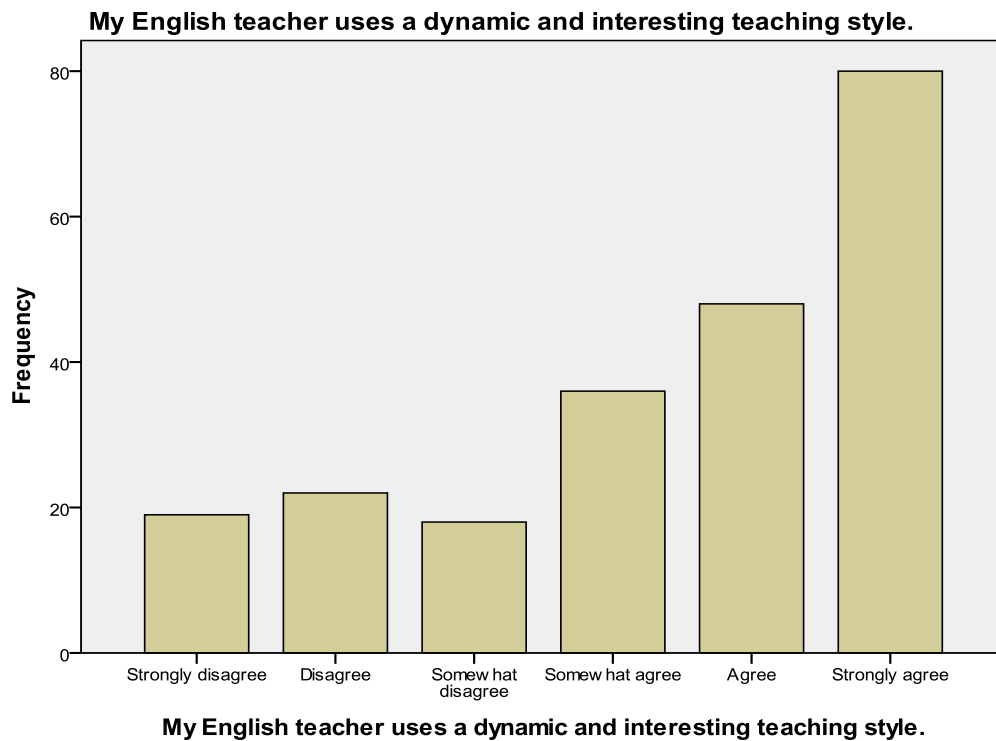


Beside the grades, teachers should give the learners other rewards.

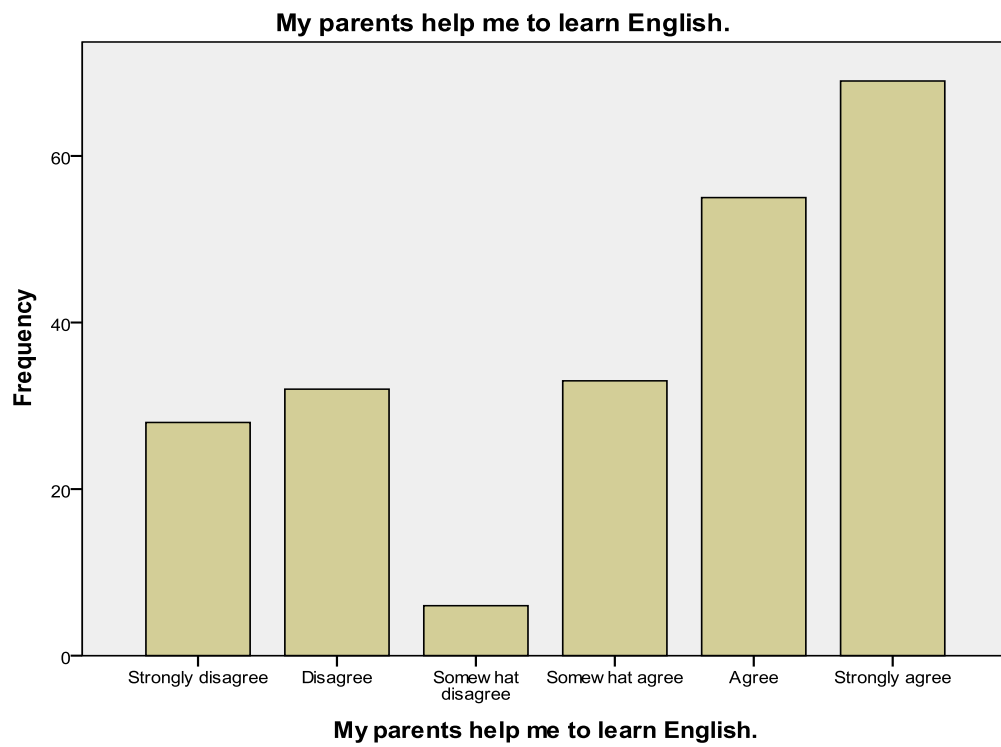
Item 15



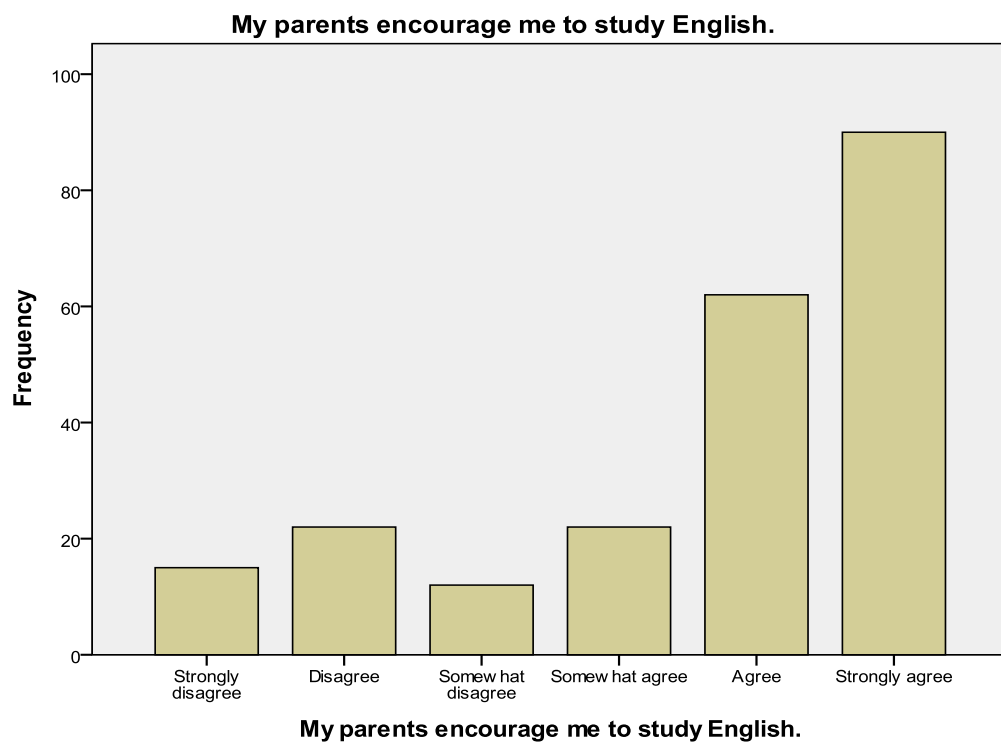
Item 16



Item 17

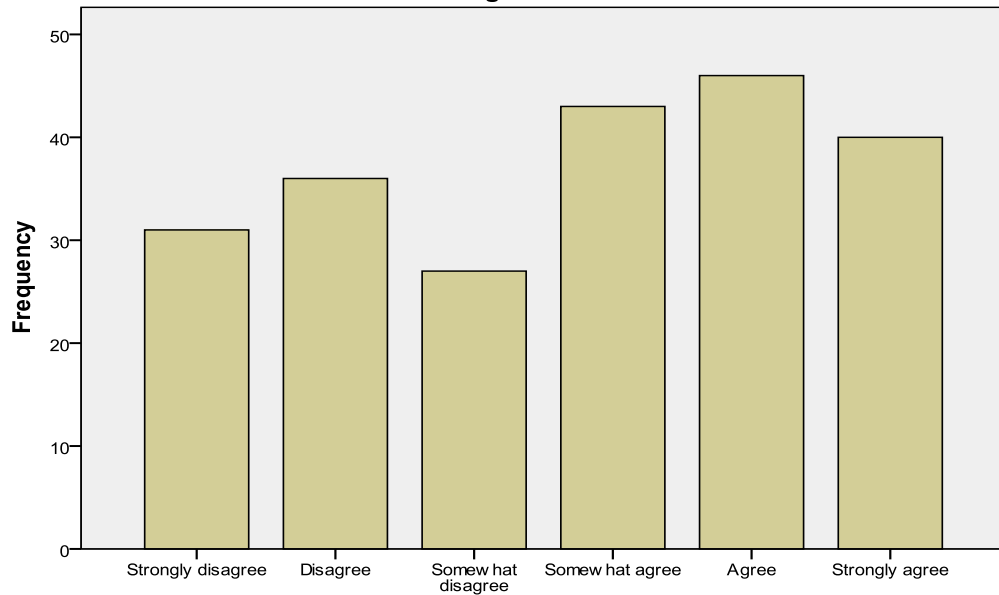


Item 18



Item 19

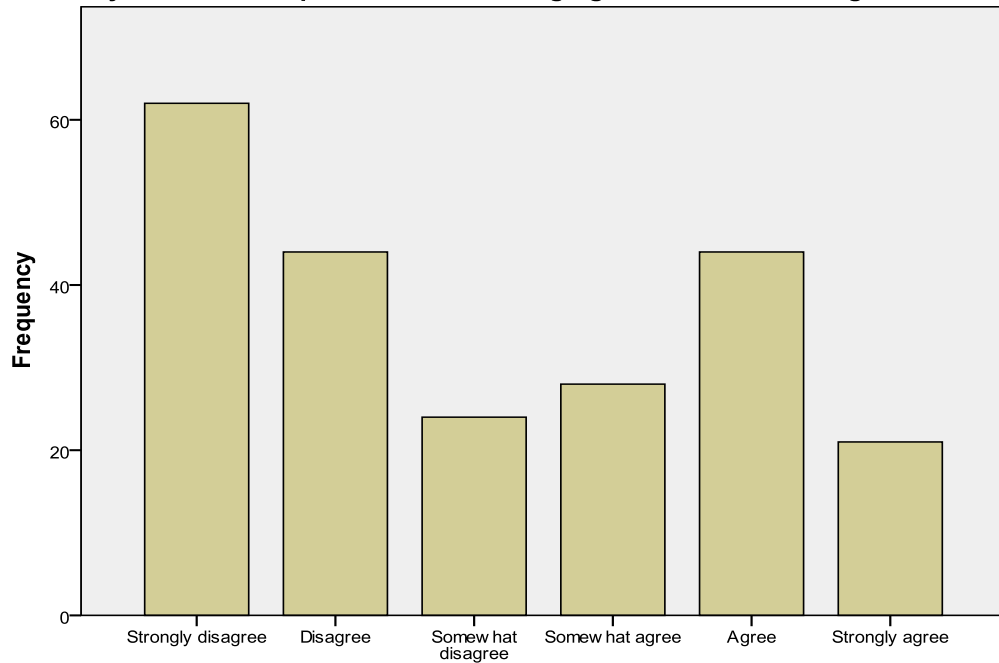
My parents think that there are more important things to study in school than English.



My parents think that there are more important things to study in school than English.

Item 20

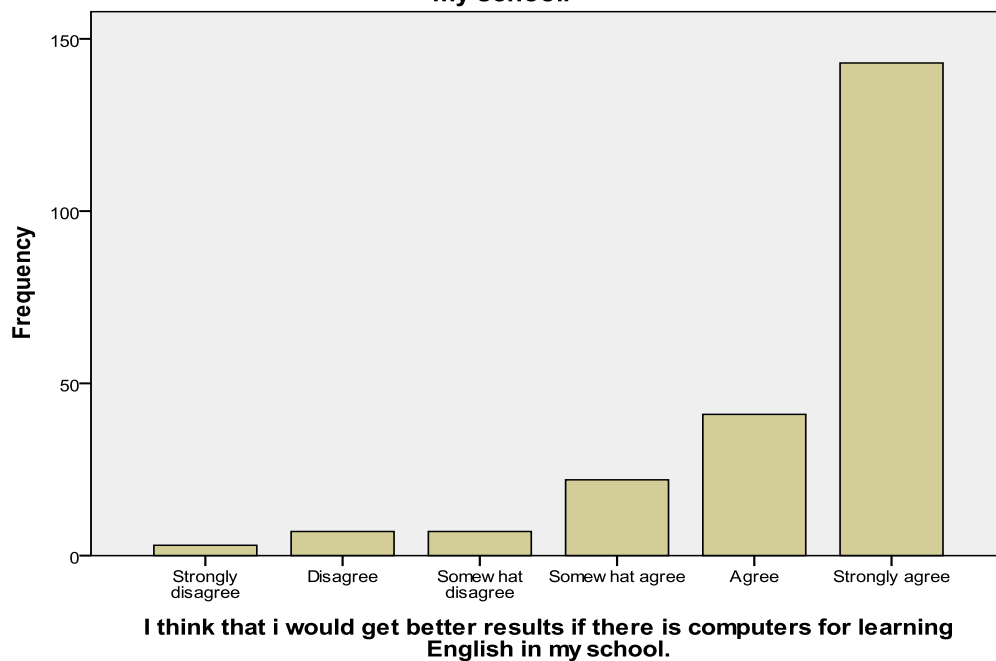
My school atmosphere is an encouraging context to learn English.



My school atmosphere is an encouraging context to learn English.

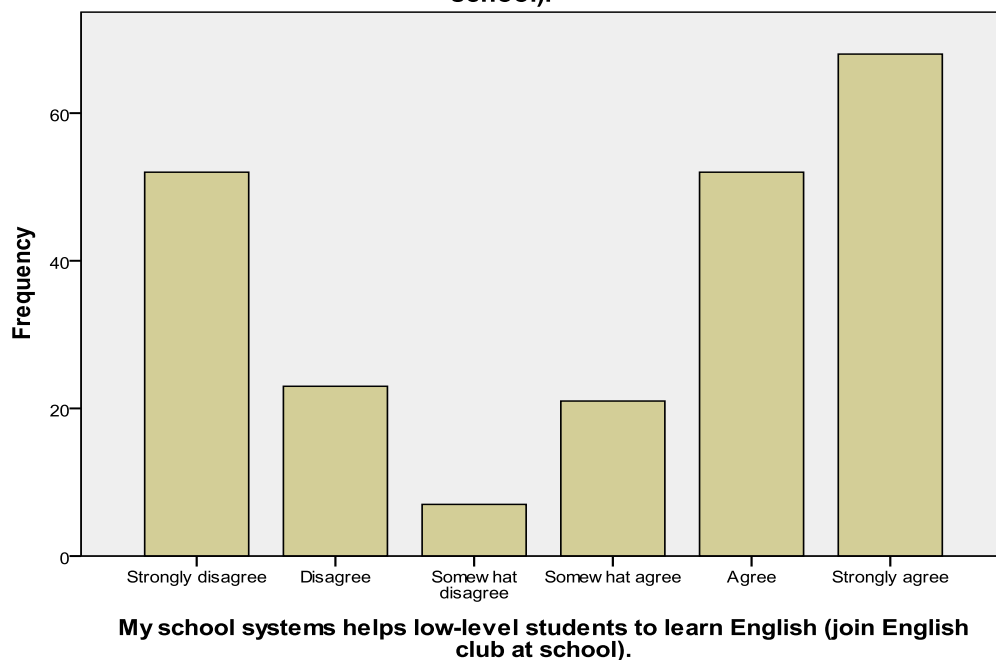
Item 21

I think that i would get better results if there is computers for learning English in my school.



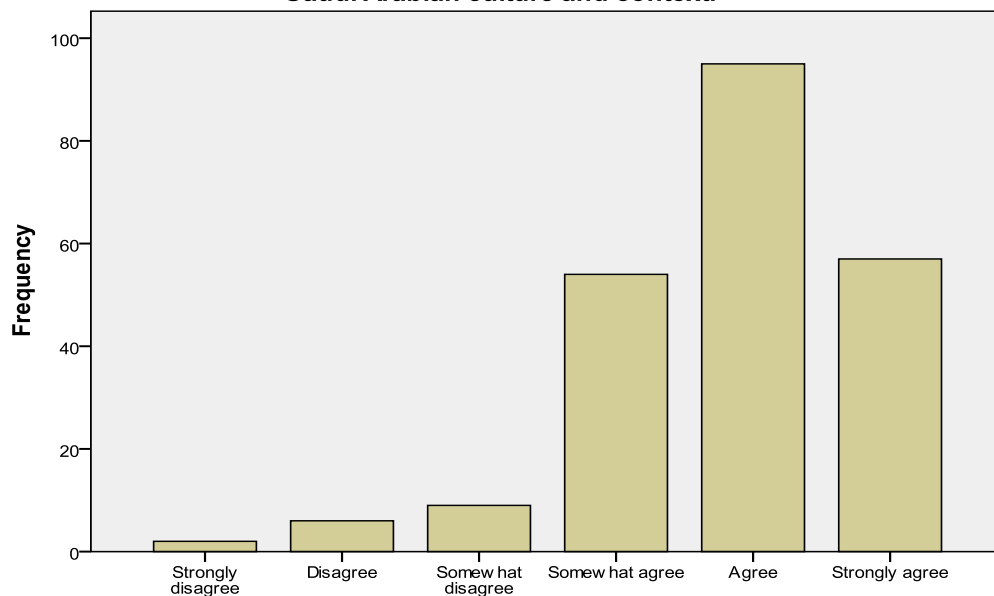
Item 22

My school systems helps low-level students to learn English (join English club at school).



Item 23

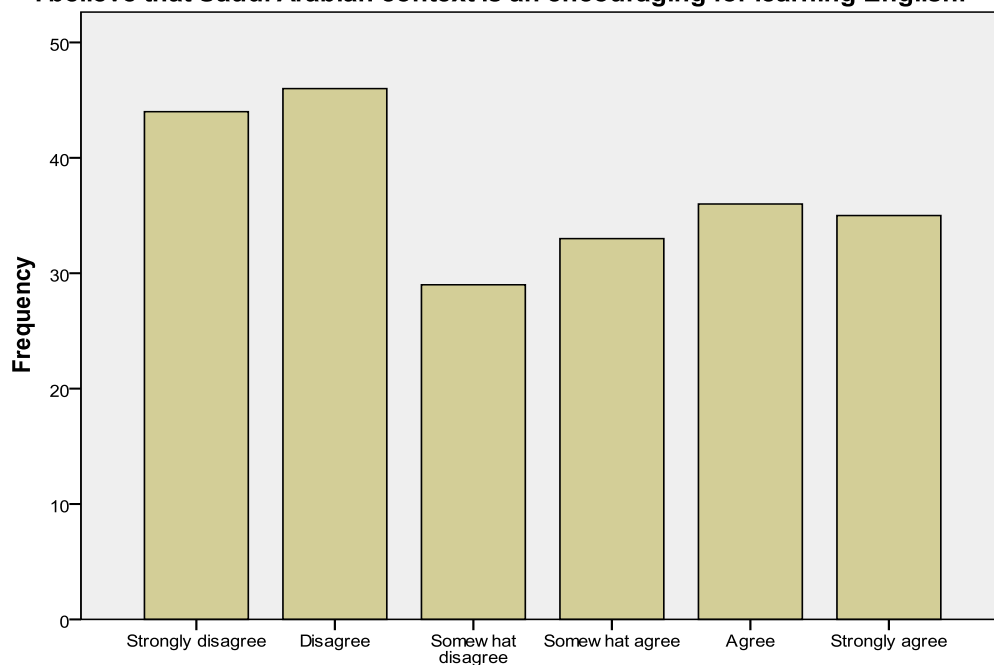
English language course materials for students must deal with topics related to Saudi Arabian culture and context.



English language course materials for students must deal with topics related to Saudi Arabian culture and context.

Item 24

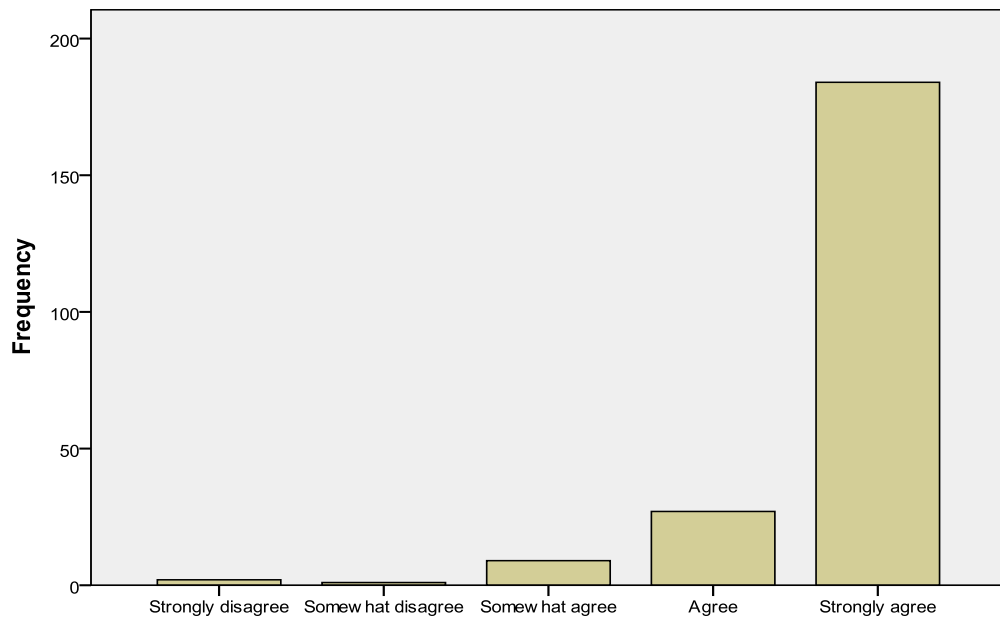
I believe that Saudi Arabian context is an encouraging for learning English.



I believe that Saudi Arabian context is an encouraging for learning English.

Item 25

English is an international language for communication, and i may use it in my travel abroad or for the internet.



English is an international language for communication, and i may use it in my travel abroad or for the internet.

Appendix Z: Reliability analysis

Items	N	Mean	Std. Deviation
I believe that English language classes should be increased in Saudi Arabia.	223	4.82	1.261
I should spend more time and effort in learning English.	223	5.07	1.046
I am happy with the teaching method of the course.	223	4.43	1.399
During English classes, I would like to have more Arabic spoken than English	223	3.72	1.807
Studying English is more important because it will be useful in getting a good job.	223	5.49	.967
Activities in this class should be designed to help the students improve their abilities to communicate in English.	223	5.50	.895
I prefer that there were better assessment methods (e.g. portfolio, collaborative projects, assignments, self-learning tasks, etc.) other than the current traditional paper-based tests.	223	4.07	1.751
English is very helpful for communicating with foreign labourers working now in Saudi Arabia	223	5.49	.905
I am satisfied with the text books I used.	223	4.28	1.290
Students in English class should let the teacher know why they are studying English so that the lessons can be made relevant to their goals.	223	5.01	1.016
I am afraid other students will laugh at me when I speak English.	223	2.58	1.899
The current methodology in teaching English has had no impact on my attitude toward English learning or on my performance in English.	223	4.10	1.677
Teachers should show a good example by being committed and motivated.	223	5.70	.769
Beside the grades, teachers should give the learners other rewards.	223	5.21	1.149
Teachers teach students learning strategies.	223	4.19	1.736

My English teacher uses a dynamic and interesting teaching style.	223	4.40	1.657
My parents help me to learn English.	223	4.17	1.789
My parents encourage me to study English.	223	4.63	1.599
My parents think that there are more important things to study in school than English.	223	3.70	1.693
My school atmosphere is an encouraging context to learn English.	223	3.05	1.756
I think that I would get better results if there are computers for learning English in my school.	223	5.33	1.122
My school systems helps low-level students to learn English (join English club at school).	223	3.91	2.001
English language course materials for students must deal with topics related to Saudi Arabian culture and context.	223	4.82	1.008
I believe that Saudi Arabian context is an encouraging for learning English.	223	3.34	1.761
English is an international language for communication, and I may use it in my travel abroad or for the internet.	223	5.74	.694
Valid N (listwise)	223		

Appendix AA: Tables of the statistical analysis

Part 1: A. (Learners' perceptions of themselves and their learning motivation).

Item 1 Table (1):- I believe that English language classes should be increased in Saudi Arabian schools.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	7	3.1	3.1	3.1
Disagree	12	5.4	5.4	8.5
Somewhat disagree	3	1.3	1.3	9.9
Somewhat agree	49	22.0	22.0	31.8
Agree	73	32.7	32.7	64.6
Strongly agree	79	35.4	35.4	100.0
Total	223	100.0	100.0	

Item2 Table (2):- I should spend more time and effort in learning English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	.4	.4	.4
Disagree	6	2.7	2.7	3.1
Somewhat disagree	9	4.0	4.0	7.2
Somewhat agree	41	18.4	18.4	25.6
Agree	69	30.9	30.9	56.5
Strongly agree	97	43.5	43.5	100.0
Total	223	100.0	100.0	

Item 3 Table (3):- I am happy with the teaching method of the course.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	8	3.6	3.6	3.6
Disagree	21	9.4	9.4	13.0
Somewhat disagree	22	9.9	9.9	22.9
Somewhat agree	46	20.6	20.6	43.5
Agree	69	30.9	30.9	74.4
Strongly agree	57	25.6	25.6	100.0
Total	223	100.0	100.0	

Item 4 Table (4):- During English classes, I would like to have more Arabic spoken than English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	34	15.2	15.2	15.2
Disagree	39	17.5	17.5	32.7
Somewhat disagree	26	11.7	11.7	44.4
Somewhat agree	37	16.6	16.6	61.0
Agree	31	13.9	13.9	74.9
Strongly agree	56	25.1	25.1	100.0
Total	223	100.0	100.0	

Item 5 Table (5):- Studying English is important because it will be useful in getting a good job.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	1.3	1.3	1.3
Disagree	5	2.2	2.2	3.6
Somewhat agree	16	7.2	7.2	10.8
Agree	46	20.6	20.6	31.4
Strongly agree	153	68.6	68.6	100.0
Total	223	100.0	100.0	

Item 6 Table (6):- Activities in this class should be designed to help the students improve their abilities to communicate in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	1.3	1.3	1.3
Disagree	1	.4	.4	1.8
Somewhat disagree	4	1.8	1.8	3.6
Somewhat agree	13	5.8	5.8	9.4
Agree	55	24.7	24.7	34.1
Strongly agree	147	65.9	65.9	100.0
Total	223	100.0	100.0	

Item 7 Table 7:- I prefer that there were better assessment methods (e.g. portfolio, collaborative projects, assignments, self-learning tasks, etc.) other than the current traditional paper-based tests.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	29	13.0	13.0	13.0
Disagree	28	12.6	12.6	25.6
Somewhat disagree	14	6.3	6.3	31.8
Somewhat agree	40	17.9	17.9	49.8
Agree	51	22.9	22.9	72.6
Strongly agree	61	27.4	27.4	100.0
Total	223	100.0	100.0	

Item 8 table (8):- English is very helpful for communicating with foreign labourers working now in Saudi Arabia.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	1.3	1.3	1.3
Disagree	1	.4	.4	1.8
Somewhat disagree	4	1.8	1.8	3.6
Somewhat agree	15	6.7	6.7	10.3
Agree	53	23.8	23.8	34.1
Strongly agree	147	65.9	65.9	100.0
Total	223	100.0	100.0	

Item 9 table (9):- I am satisfied with the text books I used.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	9	4.0	4.0	4.0
Disagree	19	8.5	8.5	12.6
Somewhat disagree	17	7.6	7.6	20.2
Somewhat agree	67	30.0	30.0	50.2
Agree	77	34.5	34.5	84.8
Strongly agree	34	15.2	15.2	100.0
Total	223	100.0	100.0	

Item 10 Table (10):- Students in English class should let the teacher know why they are studying English so that the lessons can be made relevant to their goals.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	.4	.4	.4
Disagree	6	2.7	2.7	3.1
Somewhat disagree	10	4.5	4.5	7.6
Somewhat agree	37	16.6	16.6	24.2
Agree	87	39.0	39.0	63.2
Strongly agree	82	36.8	36.8	100.0
Total	223	100.0	100.0	

Item 11 Table (11):- I am afraid other students will laugh at me when I speak English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	106	47.5	47.5	47.5
Disagree	33	14.8	14.8	62.3
Somewhat disagree	15	6.7	6.7	69.1
Somewhat agree	18	8.1	8.1	77.1
Agree	19	8.5	8.5	85.7
Strongly agree	32	14.3	14.3	100.0
Total	223	100.0	100.0	

Part 1: B. (Learners' perceptions of their teachers and their teaching motivation)

Item 12 table (12):- The current methodology in teaching English has had no impact on my attitude toward English learning or on my performance in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	26	11.7	11.7	11.7
Disagree	25	11.2	11.2	22.9
Somewhat disagree	20	9.0	9.0	31.8
Somewhat agree	32	14.3	14.3	46.2
Agree	69	30.9	30.9	77.1
Strongly agree	51	22.9	22.9	100.0
Total	223	100.0	100.0	

Item 13 Table (13):- Teachers should show a good example by being committed and motivated.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	.9	.9	.9
Disagree	1	.4	.4	1.3
Somewhat disagree	3	1.3	1.3	2.7
Somewhat agree	7	3.1	3.1	5.8
Agree	31	13.9	13.9	19.7
Strongly agree	179	80.3	80.3	100.0
Total	223	100.0	100.0	

Item 14 table (14):- Beside the grades, teachers should give the learners other rewards.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	8	3.6	3.6	3.6
Disagree	2	.9	.9	4.5
Somewhat disagree	6	2.7	2.7	7.2
Somewhat agree	18	8.1	8.1	15.2
Agree	74	33.2	33.2	48.4
Strongly agree	115	51.6	51.6	100.0
Total	223	100.0	100.0	

Item 15 table (15):- Teachers teach students learning strategies.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	27	12.1	12.1	12.1
Disagree	27	12.1	12.1	24.2
Somewhat disagree	12	5.4	5.4	29.6
Somewhat agree	29	13.0	13.0	42.6
Agree	66	29.6	29.6	72.2
Strongly agree	62	27.8	27.8	100.0
Total	223	100.0	100.0	

Item 16 Table (16):- My English teacher uses a dynamic and interesting teaching style.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	19	8.5	8.5	8.5
Disagree	22	9.9	9.9	18.4
Somewhat disagree	18	8.1	8.1	26.5
Somewhat agree	36	16.1	16.1	42.6
Agree	48	21.5	21.5	64.1
Strongly agree	80	35.9	35.9	100.0
Total	223	100.0	100.0	

Part 1. C. (Learners' perceptions of their parents' motivation)

Item 17 Table (17):- My parents help me in learning English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	28	12.6	12.6	12.6
Disagree	32	14.3	14.3	26.9
Somewhat disagree	6	2.7	2.7	29.6
Somewhat agree	33	14.8	14.8	44.4
Agree	55	24.7	24.7	69.1
Strongly agree	69	30.9	30.9	100.0
Total	223	100.0	100.0	

Item 18 table (18):- My parents encourage me to study English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	15	6.7	6.7	6.7
Disagree	22	9.9	9.9	16.6
Somewhat disagree	12	5.4	5.4	22.0
Somewhat agree	22	9.9	9.9	31.8
Agree	62	27.8	27.8	59.6
Strongly agree	90	40.4	40.4	100.0
Total	223	100.0	100.0	

Item 19 table (19):- My parents think that there are more important things to study in school than English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	31	13.9	13.9	13.9
Disagree	36	16.1	16.1	30.0
Somewhat disagree	27	12.1	12.1	42.2
Somewhat agree	43	19.3	19.3	61.4
Agree	46	20.6	20.6	82.1
Strongly agree	40	17.9	17.9	100.0
Total	223	100.0	100.0	

Part 1. D. (Learners' perceptions of their school context, regarding motivation).

Item 20 Table (20):- My school atmosphere is an encouraging context to learn English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	62	27.8	27.8	27.8
Disagree	44	19.7	19.7	47.5
Somewhat disagree	24	10.8	10.8	58.3
Somewhat agree	28	12.6	12.6	70.9
Agree	44	19.7	19.7	90.6
Strongly agree	21	9.4	9.4	100.0
Total	223	100.0	100.0	

Item 21 Table (21):- I think that I would get better results if there were computers for learning English in my school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	1.3	1.3	1.3
Disagree	7	3.1	3.1	4.5
Somewhat disagree	7	3.1	3.1	7.6
Somewhat agree	22	9.9	9.9	17.5
Agree	41	18.4	18.4	35.9
Strongly agree	143	64.1	64.1	100.0
Total	223	100.0	100.0	

Item 22 Table (22):- My school systems helps low-level students to learn English (e.g. join English club at school).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	52	23.3	23.3	23.3
Disagree	23	10.3	10.3	33.6
Somewhat disagree	7	3.1	3.1	36.8
Somewhat agree	21	9.4	9.4	46.2
Agree	52	23.3	23.3	69.5
Strongly agree	68	30.5	30.5	100.0
Total	223	100.0	100.0	

Part 1. E. (Learners' perceptions of the Saudi Arabian context, regarding motivation)

Item 23 Table (23):- English language course materials for students must deal with topics related to Saudi Arabian culture and context.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	.9	.9	.9
Disagree	6	2.7	2.7	3.6
Somewhat disagree	9	4.0	4.0	7.6
Somewhat agree	54	24.2	24.2	31.8
Agree	95	42.6	42.6	74.4
Strongly agree	57	25.6	25.6	100.0
Total	223	100.0	100.0	

Item 24 table (24):- I believe that Saudi Arabian context is an encouraging for learning English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	44	19.7	19.7	19.7
Disagree	46	20.6	20.6	40.4
Somewhat disagree	29	13.0	13.0	53.4
Somewhat agree	33	14.8	14.8	68.2
Agree	36	16.1	16.1	84.3
Strongly agree	35	15.7	15.7	100.0
Total	223	100.0	100.0	

Item 25 Table (25):- English is an international language for communication, and I may use it in my travel abroad or for the internet.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	.9	.9	.9
Somewhat disagree	1	.4	.4	1.3
Somewhat agree	9	4.0	4.0	5.4
Agree	27	12.1	12.1	17.5
Strongly agree	184	82.5	82.5	100.0
Total	223	100.0	100.0	

Appendix BB: Learners' perceptions towards the questionnaire in the pilot group descriptive statistics- Results of pilot study

ITEM NO	MINIMUM	MAXIMUM	RANGE	MEDIAN	FREQUENCIES						PERCENTAGE	
					Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	DGMT	AGMT
1	2	6	4	5	0	1	1	4	7	11	8.3%	91.7%
2	4	6	2	5,5	0	0	0	5	7	12	0%	100%
3	1	6	5	5	1	1	3	3	8	8	20.8%	79.2%
4	1	6	5	3	6	5	4	3	5	1	62.5%	37.5%
5	4	6	2	6	0	0	0	1	3	20	0%	100%
6	3	6	3	6	0	0	1	1	8	14	4.2%	95.8%
7	1	6	5	5	2	0	3	3	7	9	20.8%	79.2%
8	4	6	2	6	0	0	0	2	6	16	0%	100%
9	1	6	5	5	1	3	0	6	9	5	16.7%	83.3%
10	1	6	5	5	3	3	2	1	7	8	33.3%	66.7%
11	1	6	5	2	10	3	0	3	2	6	54.2%	45.8%
12	1	6	5	5	1	7	1	1	10	4	37.5%	62.5%
13	2	6	4	6	0	1	0	1	4	18	4.2%	95.8%
14	2	6	4	6	0	3	1	3	4	13	16.7%	83.3%
15	1	6	5	5	4	3	1	1	7	8	33.3%	66.7%
16	1	6	5	5,5	4	2	2	0	4	12	33.3%	66.7%
17	1	6	5	5	1	4	1	0	7	11	25%	75%
18	1	6	5	6	1	1	1	2	5	14	12.5%	87.5%
19	1	6	5	2,5	8	4	1	6	1	4	54.2%	45.8%
20	1	6	5	3,5	6	4	2	2	5	5	50%	50%
21	2	6	4	6	0	1	0	2	3	18	4.2%	95.8%
22	1	6	5	3	10	2	0	3	4	5	50%	50%
23	1	6	5	6	1	1	0	0	9	13	8.3%	91.7%
24	1	6	5	4,5	3	2	2	5	7	5	37.5%	62.5%
25	5	6	1	6	0	0	0	0	7	17	0%	100%

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