Teachers' Beliefs and Practices of Motivational Strategies in EFL Classrooms and Learners' Attitudes

Shatha Abdulrahman Altalhi

English Language Center, Taif University
Taif, Saudi Arabia

Author: Shatha Abdulrahman Altalhi

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Abstract

This study reports on EFL teachers' personal beliefs regarding motivational strategies, and details how teachers apply motivational strategies in the EFL Saudi classrooms. A discussion is included about the extent to which motivational strategies influence EFL learners' attitudes toward language learning, because of the need of using motivational strategies in EFL classrooms at Taif university, this research used a mixed approach research design, and accordingly, the researcher used one questionnaire that was adapted Dornyei & Cheng (2007) to ask about eighteen teachers' beliefs concerning motivational strategies and used a similar questionnaire with 150 first-year students to evaluate how their teachers apply the motivational strategies in the EFL classroom. Students' attitudes toward L2 learning were further measured by another adapted questionnaire of Eshghinejad (2016). Also, 10 students divided to high and low achievement were interviewed to provide in-depth investigation and to seek reliable results. The findings revealed that the EFL teachers believed in and used motivational strategies in their classrooms. In addition, there was a statistically significant correlation between what they believe and what they practice. From the data on learners' attitudes, results reflected that the students have positive attitudes toward language learning especially in the emotional aspects. The interviews revealed that high and low achieving students reported positive attitudes to the behavioral and cognitive aspects, while they showed little to the emotional aspects of language learning.

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**Kingdom of Saudi Arabia
Ministry of Education
Taif University
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English Language center**

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**By
Shatha Abdulrahman Altalhi**

43880104

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Supervised By

Prof. Dr. Nasrah Ismail
Professor of Applied linguistics

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اعتقادات معلمات اللغة الإنجليزية وممارساتهم لاستراتيجيات التحفيز
ومواقف الطالبات لتعليم اللغة الانجليزية
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**Teachers' Beliefs and Practices of Motivational Strategies in EFL Classrooms and
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**By
Shatha Abdulrahman Altalhi**

43880104

Committee

Name		Signature
Dr. Haifa Alnofai Professor of Applied linguistics	Internal Member/	
Dr. Ahlam Memkabu Professor of Applied Linguistics	Internal Member/	
Prof. Dr. Nasrah Ismail Professor of Applied Linguistics	Supervisor/	

Date of Discussion: 17/ 10 / 1440

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شذا عبد الرحمن مررد الطلحي

٤٣٨٨٠١٠٤

لجنة التحكيم

التوقيع

الاسم

.....	عضوا داخليا	د/ هيفاء النفيعي
.....	عضوا داخليا	أستاذ في اللغويات التطبيقية
.....	مشرفا	د/ أحلام منكابو
		أستاذ في اللغويات التطبيقية
		أ.د/ نصرة اسماعيل
		أستاذ في اللغويات التطبيقية

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Dedication

To my mum and dad, sisters, brother, grandmother, and friends: You are the greatest thing in my life.

Mom and Dad: Without you, my life would fall apart. Thank you for your infinite love and your valuable counsel. You have given me everything.

My beloved sisters and brother: Thanks for your love and understanding along the way.

My incredible grandmother: Your blessing, love, and faith are everything to me.

My supportive friends: Thank you for never giving up on me, and for giving of yourselves in countless ways.

To all the people in my life

Thank you

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Abstract

This study reports on EFL teachers' personal beliefs regarding motivational strategies, and details how teachers apply motivational strategies in the EFL Saudi classrooms. A discussion is included about the extent to which motivational strategies influence EFL learners' attitudes toward language learning, because of the need of using motivational strategies in EFL classrooms at Taif university, this research used a mixed approach research design, and accordingly, the researcher used one questionnaire that was adapted Dornye & Cheng (2007) to ask about eighteen teachers' beliefs concerning motivational strategies and used a similar questionnaire with 150 first-year students to evaluate how their teachers apply the motivational strategies in the EFL classroom. Students' attitudes toward L2 learning were further measured by another adapted questionnaire of Eshghinejad (2016). Also, 10 students divided to high and low achievement were interviewed to provide in-depth investigation and to seek reliable results. The findings revealed that the EFL teachers believed in and used motivational strategies in their classrooms. In addition, there was a statistically significant correlation between what they believe and what they practice. From the data on learners' attitudes, results reflected that the students have positive attitudes toward language learning especially in the emotional aspects. The interviews revealed that high and low achieving students reported positive attitudes to the

behavioral and cognitive aspects, while they showed little to the emotional aspects of language learning.

Key words: English learning, Learners' attitudes, motivation, motivational strategies, teachers' practices.

المخلص

قدمت هذه الدراسة بحثاً عن المعتقدات الشخصية لمعلمي اللغة الإنجليزية كلغة أجنبية، فيما يتعلق باستراتيجيات التحفيز، وكيف يطبق المعلمون هذه الاستراتيجيات التحفيزية في القاعة الدراسية في تعلم اللغة الإنجليزية، وقد تضمن البحث مناقشة حول مدى تأثير الاستراتيجيات التحفيزية في مواقف المتعلمين السعوديين تجاه تعلم اللغة واستخدم هذا البحث تصميمًا بحثيًا ثنائيًا، وتم تطبيقه على ثمانية عشر معلمة وبناءً على ذلك استخدم الباحث استبيانًا واحدًا لطرح المعتقدات بشأن الاستراتيجيات التحفيزية، واستخدم الاستبيان نفسه مع ١٥٠ من طالبات السنة الأولى في جامعة الطائف في المملكة العربية السعودية، لتقييم كيفية تطبيق المعلمين للاستراتيجيات التحفيزية في القاعات الدراسية. وقد تم قياس اتجاهات الطلاب تجاه تعلم اللغة الإنجليزية عن طريق استبيان يقيس مواقف الطالبات من تعلم اللغة. كما تم قياس المواقف عن طريق المقابلة الشخصية المباشرة، حيث تم تقسيم الطالبات إلى مجموعتين: تحصيل عالي وتحصيل منخفض؛ لتوفير تحقيق متعمق وبحث عن نتائج موثوقة. وقد كشفت النتائج أن معلمي اللغة الإنجليزية كلغة أجنبية يؤمنون ويستخدمون استراتيجيات تحفيزية في فصولهم الدراسية. بالإضافة إلى ذلك كان هناك علاقة ذات دلالة إحصائية بين ما يعتقدونه وما يمارسونه. ومن البيانات المتعلقة بمواقف المتعلمين فقد أظهرت النتائج أن الطالبات لديهن مواقف إيجابية تجاه تعلم اللغة وخاصة في الجوانب العاطفية، بينما كشفت المقابلات الشخصية المباشرة أن الطالبات المتفوقات وغير المتفوقات أبدوا مواقف إيجابية تجاه الجوانب السلوكية والإدراكية، بينما أظهرت القليل للجوانب العاطفية لتعلم اللغة.

الكلمات الأساسية: الاستراتيجيات التحفيزية، التحفيز، تعلم اللغة الإنجليزية، ممارسات المعلمين، مواقف المتعلمين.

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List of Appreciations and Symbols

ATMB	Attitude Motivational Test Battery
EFL	English Foreign Language
ELC	English Language Center
MTP	Motivational Teaching Practice
SEM	Socio-Educational Model

CHAPTER 1

INTRODUCTION

1.1 Introduction

In recent years, teachers' motivational strategies for encouraging EFL learners have received great attention, in particular because it is now recognized that motivation is significantly influential on the language acquisition process. With greater motivation, learners will engage in the learning process more than without it. The motivational strategies implemented by teachers will not only inspire students to work towards their academic goals but also will help learners to reach their potential skill level.

Motivation for second language learning has a primary role in the learning process, as the students' interests and needs are addressed. Dörnyei and Csizér (1998) have been instrumental in connecting the motivational theories to practice, as they transformed the motivational theories into actual techniques to be used by EFL teachers in the classroom (Alshehri, 2013). In addition to the importance of motivation as a topic in the field of education, motivation for L2 has also been discussed in psychological fields. Heinzman (2013) discussed the theoretical perspectives on motivation in different disciplines. Learners' attitudes reflect the learning process and give the teacher feedback by their behavior in class and the learning strategies they implement. Furthermore, the relationship between motivation and attitude is remarkable in language teaching and learning (Alshehri, 2013). Having highlighted the influence of motivation on learning, the following chapter will report on extant literature on this topic within theoretical frameworks.

1.2 Background of the Study

Innate behavior and learned behavior are the two basic types of human behavior that are related to motivation. Innate behavior is instinctive and hereditary, and learned behavior is what humans have acquired through interaction with others. Learned behavior can be modified and thus can be influenced by motivation (Nakata, 2006). Psychological needs, competence, relatedness and autonomy, are inherited in a human being, according to their gender, culture, and culture. Motivation theories are based on the choice of specific action and the effort to achieve the desired result. Motivation involves three questions of human behavior: 1) Why do people decide to choose a particular action? 2) How much effort are they willing to make to persist in their choice? 3) How long can they maintain their effort to achieve their purpose? Attempts to define motivation in the field of psychology have not been entirely successful because motivation is based on human behavior, in which factors consider different needs. (Fen, 2019) Additionally, Dornyei (2001) has mentioned that according to Rogers (1994) and Maslow (1970), people are motivated by their desire to meet their personal needs. Even though individual talents are inherited and their development is of great importance in psychological theories of motivation, the current theories of motivational psychology are more concerned with the theoretical orientation. (Dornyei, 2001) The cognitive approach refers to the view that people's choice of a particular action is determined first, by their beliefs concerning the action and second, by their evaluation of their capacity to act and the outside stimulus to sustain the efforts. (Dornyei, 2001). Learning motivation is shaped around a goal, a desire to attain the goal, and a positive attitude toward the language. The most important element is the effort to maintain the desire and achieve the goal.

According to Masteron (1999), motivation in second language learning is of two kinds: integrative and instrumental motivation. In his research, Gardner (1985) discussed how people want to learn the second language to pass an examination and to fulfill some social and economic needs, whereas instrumental motivation refers to a learner's purpose for learning the language. Integrative orientation means learners have a desire to discover the culture related to the language. Their main interest is to interact with people from different cultures. More specifically, Gardner (1985) has detailed seven other foreign language learning models based on the socio-educational model. These models can be divided into two categories: those that are concerned with the linguistic process and those concerned with the social process. In both categories, motivation is essential.

Furthermore, motivation is one of the vital learning factors that contribute to L2 competence and attainment (Cheng & Dornyei, 2007). Also, Chambers (1999) stated "Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language" (p.22).

1.2.1 Motivational strategies.

Although many researchers have concentrated more on theories of motivation rather than practical classroom suggestions, Dornyei (2001) presented more than 100 motivational strategies. The field of educational psychology, such as McCombs & Pope (1994), Pintrich & Schunk (1996), has also generated different practical techniques. In addition, Csizer (1998) in his empirical investigation examined 51 motivational strategies used by Hungarian English teachers. Csizer (1998) investigated

how these teachers felt about those strategies and how often they were used them in the classroom.

Thus, extant literature supports the importance of motivational strategies, and many studies have been undertaken to investigate their effective use. Cheng & Dornyei (2007) conducted a modified replicated survey, derived from Dornyei & Csizer's (1998) paper that reported on teachers' perception of motivational strategies and on the frequency of their implementation in the classroom.

Dornyei (2001) proposed four aspects within the framework of Motivational Teaching Practice that present components to inform motivational strategies that the teacher can use to encourage the student to learn. The four aspects are creating the necessary motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. In addition, there are many motivational studies derived from Dornyei's (2001) MTP framework, such as Nugroho and Mayda's 2015 paper that analyzed motivational strategies based on Dornyei's (2001) MTP in teaching the English language. In it, the authors analyzed students' attitudes towards the implementation of motivational strategies by teachers in an EFL classroom. Furthermore, (Astuti, 2016) case study based on the MTP framework, revealed which factors affected learners' motivation. Dornyei (2001) himself has enriched the MTP with different examples and sample motivational strategies that can be applied in the EFL classroom, although he did mention that some strategies might not work in every circumstance.

1.2.2 Attitudes and motivation towards learning a language.

In language learning, there is a relation between learners' attitudes and motivation, as recognized by Gardner and Lambert, who proposed in 1959 the Attitude Motivational Test Battery (ATMB) to measure it. The test contained different scales on such questions as attitudes toward language situation and integrativeness. More recently, Tódor and Dégi (2016) have proposed that learners' motivation can be measured by their attitudes toward language learning. Positive attitudes of language learners will affect the learners' motivation positively; the learners increase their motivation if they have affirmative beliefs about language learning. On the other hand, according to Tódor and Dégi (2016), 9Language learning motivation refers to the instrumental and integrative reasons that encourage students to learn L2. Tódor and Dégi (2016) affirm that these reasons for learning a language will also increase the learners' motivation.

Many scholars have discussed language learning attitudes and language learning motivation. Heinzmann (2014) argued that learners' attitudes are influential in motivation to learn, in contrast with the view that language learning is enhanced by a need to communicate, regardless of the learners' attitudes toward the language or toward its native speakers. According to Zhao (2015), attitudes toward language learning depend on factors such as the teaching environment, the learners' previous experiences in language learning and their attitudes toward English language speakers and their culture.

1.3 Problem statement

Although the EFL teacher is the vital element in the learning process who uses such interactional strategies in the EFL classrooms, they may provide distinct cognitive aspects that are considered sufficient for language learning students. However, this does

not stimulate the learners to follow and progress through self-learning. Therefore, this study cares about teachers' beliefs of motivational strategies and their students' evaluation for these practices in the EFL classrooms and how to affect the learners' attitudes towards learning English. In order to achieve its objectives, and in order to be able to report on motivational strategies in the Saudi EFL classroom, an analysis of the data will provide responses to the following 3 research questions:

1. What are the beliefs of EFL teachers at Taif university concerning motivational strategies?
2. Which motivational strategies are being used in the EFL classroom at Taif University?
3. What are EFL learners' attitudes toward the English language learning?

1.4 Context of the study

In Saudi Arabia, the Ministry of Education gives high priority to English language learning. English is taught at all stages of education (primary, intermediate, secondary), but due to various factors, students rarely attain proficiency. For this reason, the universities provide learners with instruction in English in the first year. All first-year students are required to take English courses related to their major. Students learn English at the university level because many of their curricula depend on L2 competence (Alshehri, 2013). The rationale behind the research is in the significance need of motivational strategies implementation as in the relation between what the female teachers believe and practice of motivational strategies considering the female students'

attitudes toward language learning at Taif university as a reflection of the importance of motivational strategies' in Saudi context.

To answer the research questions, the researcher targeted both the teachers and the students. Eighteen female teachers from different nationalities are instructing at Taif University in the English Language Center (ELC). They give English courses in the College of Science. The female students are all first-year students from different nationalities studying in the College of Science in Taif University. It should be noted that English instruction at Taif University is supported by single-sex textbooks designed by Cambridge University Press. The research focused on the College of Science, as most of its subjects are taught in English. The participants are described in more detail in the Methodology chapter.

1.5 Significance of the Study

Although there exist a plethora of studies on motivational strategies in the EFL context, investigating this topic in the Saudi Arabian environment is in its infancy. An investigation of EFL teachers' beliefs and practices of motivational strategies is essential in Saudi Arabia to raise the language learning level of EFL students. Taking into consideration learners' attitudes towards language learning, in hopes of affecting learners' attitudes positively toward learning English. The study makes use of two data-gathering tools (i.e., interview and questionnaire) in order to provide thorough and valid findings. The present study could be useful as a guide for classroom instructors at Saudi universities, and in any case, will enrich extant literature on the subject. In the following chapter, this author will provide an overview of the literature.

1.6 Purpose of the Study

The objectives of the study are various: to investigate the beliefs of EFL teachers concerning motivational strategies in the context of Saudi Arabia, to report on teachers' practices of L2 motivational strategies in the EFL classroom, and to investigate EFL learners' attitudes towards English language learning. Finally, this study will provide a toolbox of motivational strategies that can be used in the EFL classroom.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The literature review contains an overview of the various theories of motivational strategies and learners' attitudes toward language learning found in extant literature. Most motivational strategies are derived from Dörnyei's (2001) motivational theory, Motivational Teaching Practice (MTC), because it provides a sequence of phases that cover various components of motivational theories. Dörnyei (2001) arranged these strategies into four stages to create the necessary motivational conditions, generate initial motivation, maintain and protect motivation, and encourage positive retrospective self-evaluation. Additionally, he defined the different phases of the process-oriented model, developed for application by teachers in an educational context. Dörnyei (2001) noted that motivational psychology, from the cognitive approach or a cognitive theory, focuses on how an individual's attitudes, thoughts, beliefs, and interpretation of actions can affect his or her behavior. Dörnyei's (2001) four stages are consecutive, whereby missing one stage would affect the sequence of the others. He discussed four general qualities for effective teachers that include enthusiasm, commitment to and expectations for the students' learning, and relationship with the students and with their parents. In addition to the teachers' behavior, motivational strategies contribute to the general classroom environment, in which the teachers provide a pleasant atmosphere to enhance and prepare the class for the implementation of these strategies (Alshehri, 2013). Dörnyei, (1994) as

well as Williams and Burden (1997) provided several frameworks of second language motivation strategies that teachers might use in the EFL classroom.

It has become evident that attitude and motivation have an impact effect on language learning. Gardner and Lambert (1950) examined the importance of motivation and attitude as individual factors influencing language-learning achievement, and concluded that mastery of a second language is somewhat dependent on the learner's attitudes toward what he is learning. Specifically, Gardner & Lambert (1950) evaluated learners' attitudes in different aspects, such as the students' opinions of the teachers, opinions of the course-book, and opinions of the class atmosphere (Heinzmann, 2013). Gardner and Lambert's (1972) socio-psychological model distinguished two types of motivation: integrative motivation and instrumental motivation. Integrative motivation refers to learners' readiness for learning and their desire to learn the language to become a member of the speech community that uses a particular language. On the other hand, instrumental motivation deals with learners' desire to learn in the form of external needs, i.e., the learners need to acquire foreign language for practical purposes.

The socio-psychological model of Gardner & Lambert (1972) is an essential part of examining learning motivation as it is concerned with the two kinds of motivation. It emphasizes the idea that the two types of motivation inform all learners, but each one can be more or less influential according to the age, experience, and changing occupational and social needs of the learner (Heinzmann, 2013).

2.2 Motivation and Attitude Theories

Over time, various theories have been proposed about the role of motivation and attitudes in learning. In general, instruction has changed from the traditional teacher-

centered, passive-student-receptive model to one in which the students take a more active role in their own learning. In such a scenario, motivation becomes more important.

Various theories are concerned with intrinsic and extrinsic motivation. According to Eccles & Wigfield (2002), learners engage a specific activity according to their desire to enjoy it. Their motivation is enhanced if they are interested in it. Their intrinsic motivation makes them able to understand and interact in different classroom tasks. However, learners should have specific goals to give them an incentive to keep themselves motivated. Many learners are motivated because of their external stimulation. They may have personal reasons and external circumstances that make them more engaged. The following subsections summarize the main theories on the topic of motivation and attitude.

2.2.1 Self-determination theory.

One of the theories concerned with intrinsic motivation is the self-determination theory, whereby the extrinsic motivation empowers the intrinsic one (Deci & Ryan, 1985). According to self-determination theory, learners' desire to perform the activity is increased if they have a specific purpose for learning. Additionally, learners are motivated to accomplish difficult tasks in order to reach specific goals. The tasks are motivating since they lead to a fulfillment of specific external needs. Learners can increase their intrinsic motivation by establishing goals while considering their needs. If they are confident that the tasks are conducive to progress towards their goals, learners will have positive attitudes towards their learning.

The teacher's role in light of the self-determination theory is nonetheless crucial, as they employ specific motivation strategies to create an appropriate classroom

atmosphere. Teachers should be aware of how to improve intrinsic motivation. This will be accomplished by encouraging learners to set goals and by providing them with freedom or self-determination to enhance their motivation (Eccles & Wigfield, 2002).

2.2.2 Social psychological theory.

Gardner & Lambert (1972) affirm that motivation and attitude, which influence language learning, should be considered separate factors. The learners not only need the motivation of setting goals but also need to consider their attitudes toward an ethnolinguistic group of that language. The social psychological view, which contributed to the emergence of Gardner's (1985) Socio-Educational Model (SEM) of language learning, emphasizes the importance of motivation in that the learners are highly motivated if they have a certain attitude to a specific learning situation and if they are open to second language culture. Gardner (1985) referred two crucial factors: attitudes and integrativeness. He explained that the learners should have a positive attitude to the teacher or the classroom environment and should be interested in the foreign language in general, making its acquisition more enjoyable. Additionally, the learners need positive attitudes to the culture of the target language. As such, learners consider the second language community, and thus can achieve integrativeness if they set their goals. According to Garner (1985), integrative orientation of the language learning is essential for learner's motivation. Later, in 2001, Garner defined integrative orientation as the learners' reasons to learn. Dornyei (2003) later supported this view, in which the learners seek emotionally to adopt part of the identification of the community of the target language, although, the learners need more than establishing goals of learning a second

language. Learners need this desire and effort to maintain their motivation to reach their goals.

There exists a variety of psychological theories of motivation concerning the relationship between autonomy and learning motivation. In their 2016 research paper, Gandhimath and Anitha discussed this issue. They reviewed several theories on how the learner's autonomy related to an increase in motivation, and averred that motivated learners will take responsibility for their learning. Their study presented different explanations of how autonomy is related to motivation, as well as how motivation enhances autonomy in learning.

2.2.3 Motivational self-system theory.

Dornyei (2005, 2009) focused on the relationship between the motivational, cognitive, and emotional elements that influence learning. Factors such as these support the idea that motivation can dynamic. However, He stated that motivation will be present if the learners are expected to be able to deal with cognitive and emotional issues. Motivation will occur if the learners think positively and if they deserve the outcome of a task (Wigfield & Eccles, 2002). In 2014, Dornyei elaborated further, affirming that although the three concepts are separate, they function simultaneously. He considers that motivation is a dynamic concept that can change over time due to different factors. For instance, he affirms, "Learners are influenced by the classroom environment and the level of difficulty of the learning task" (Dornyei, 2014, p. 528).

2.2.4 Achievement goal theory.

According to Ames, (1992) the primary concern of the Achievement goal theory of motivation is achievement behavior. Ames, (1992) explained that motivation can be

gauged by considering learners' patterns of beliefs, attributions, and the presence of specific behavior. As such, this theory reflects the task involvement and ego involvement goals since they are the roots of mastery and performance. Learners will achieve their goals if the motivation pushes them to involvement. Thus, the students will be aware of mastery and performance goals (Ames, 1992). In addition, Ames and Archer examined in 1988 the relation between specific motivational processes and the mastery and performance goals in an actual classroom environment. Furthermore, Mattessar (2006) research incorporated the goal orientation theory of motivation, that is, the importance of the learners' motivation. However, Mattessar (2006) did not focus on the effect of teacher implementation of the motivational strategies that are related to goal orientation theory. He conducted descriptive research that examined the theory from the teacher's perspective and whether their beliefs of orientation goal theory are reflected in their motivational strategies practice.

2.3 Motivation and Attitudes in Language Learning

Several studies have explored motivation perception and language learners' attitudes. Deniz (2010), in his study, using Dornyei's 2001 descriptive model of motivational strategies, examined student teachers' beliefs about the strategies to show how aware teachers were of how motivation strategies could affect student progress. The student teachers' evaluation of their instructors' use of the strategies was positive, although the results revealed that some instructors did not use the strategies that the student teachers had adopted. In addition, he researchers Hardre and Hennessey (2013) investigated the relationship between rural high school teachers' concepts of themselves and their learners. They were also interested in how motivation challenges influence their

strategic classroom and interpersonal motivating practices. Their study mainly focused on the relationship between teachers and learners, and included how the teachers' motivation influenced this relationship. Additionally, (Hornstra, Mansfield, van der Veen, Peetsma and Volman, 2015) explored how teachers' beliefs and contextual factors related to their self-reported autonomy-supportive or controlling motivational strategies. They concluded that contextual factors influence teachers' choice of motivational strategies, but did not examine the effects of those strategies. Both of the above-mentioned studies concentrated on how a teacher adopts certain strategies appropriate to their relationship with their learners and the students' age, gender, and experience. In a more recent study, Beshir (2017) examined English language teachers' awareness and their use of motivational strategies in EFL high school classrooms while (Samet, 2017) conduct a comparative research that examined the difference perceptions of motivational strategies between the teachers and the students. All these studies into motivation explored teachers' awareness although each study was conducted for a different purpose and reflected different views.

Other scholars, such as Al-Mahrooqi, Ul-Hassan; and Asante, (2012) appear to have replicated Cheng and Dörnyei's (2007) study, which examined the importance and the frequency of motivational strategies with different contexts and methods. The results were positive in that the teachers believed and used the motivational strategies. Also, Astuti (2016) conducted research that focused on the implementation of motivational strategies and their impact on EFL students. Astuti's case study was based on Dörnyei's 2001 framework of (MTP), and explored the factors that contribute learners' motivation, as revealed in interviews. Most of the learners concurred that teacher behavior can affect learners' motivation. Astuti's research revealed the importance of some factors in

motivation according to the students, and disregarded why teachers chose to apply certain motivational strategies rather than others that might be more appropriate to their learners.

Several studies were conducted on language learners' attitudes. Masgoret (2003) and Wesely (2012) both published descriptive research on language learning attitudes. Masgoret (2003) focused on meta-analysis of Gardner and the associates. He investigated according to five variables of the Gender socio-educational model, while Wesely (2012) reviewed the literature of learners' beliefs, attitudes, and perceptions in three dimensions: learners looking at themselves as learners, looking at the language learning, and looking at the English language community. An empirical study conducted by Gan (2009) investigated the differences between two groups according to their self-directed language learning attitudes, strategies and motivation. Gan (2009) discussed the relationship between those differences & similarities and the students' culture.

Recently, Sandoval-Pineda (2011); Azarkia, Aliasin, & Khosravi (2015); and Zhao (2015) investigated the relationship between attitudes, motivation, and English language achievement. Both Sandoval-Pineda (2011) and Zhao (2015) performed mixed approach studies focused on the correlation between attitudes and motivation in which the motivation has an effect on the attitudes toward their language learning. On the other hand, Azarkia, Aliasin, & Khosravi (2015) examined the relationship between learners' attitudes and their ability to understand an English text in an empirical study focused on learners' performances on a reading test, taking into consideration their genders and different linguistic contexts.

The following year, Dégi & Tódor (2016) investigated the language attitudes of students, regarding their learning experiences. While Dégi & Tódor (2016) considered

the role of the school in enhancing their learners' motivation to learn a language, Dağgöl (2017) examined learners' attitudes towards their language learning in view of experiences that affected their perceptions positively or negatively.

Very recently, in a quantitative study, Estliden (2017) examined secondary students' attitudes towards English and investigated how they could be motivated. Lasagabaster (2017) focused on multilingual students and analyzed the foreign students' attitudes and motivation to learn Spanish as a national language and English as an international one. We should note that this study focused on their multilingualism more than on the effect of motivation on their attitudes.

2.4 Studies in the Saudi Context

There have been a number of researchers to investigate motivational strategies within the Saudi context. Moskovsky, Alrabai, Paolini and Ratcheva (2013); Alqahtani (2015); and Alrabai (2010, 2016) used a quasi-experimental design and quantitative approach to examine the influence of motivational strategies applied by EFL teachers in the classroom. (Arabai,2010) research examined some of the motivational strategies effectiveness on EFL learners. The experimental research was divided into stages Stage 1: the researcher examined how importance 53 motivational strategies and based on the results, the teachers considered the first 10 strategies. Stage 2: the research divided the students into two groups, 10 macro strategies were applied to an experimental group and the control group was taught by the traditional methods of teaching. Alqahtani (2015) focused on the importance of motivational strategies as perceived by teachers. In his empirical research, Alrabai (2011) focused on EFL teachers and on different techniques used to motivate the students at the university level. He collected different macro

strategies for motivation to examine whether the teachers applied them in the EFL classroom. Since the research had a quantitative approach, the teachers reported that some techniques are better than others. For instance, they considered proper teacher behavior and promoting learners' self-confidence essential. Unfortunately, Alrabai (2011) did not give attention to their actual implementation in the classroom. However, Alqahtani (2015) empirical research examined the effectiveness of motivational strategies in two aspects: the teachers' awareness of the importance of enhancing students' motivation, and how the use of motivational strategies improved their teaching practice and increased learners' motivation toward learning. A macro collection of strategies from different studies such as Dornyei (2001), are presented in Alqahtani's (2015) paper. Teachers from different educational institutions in Saudi Arabia considered them all important to motivate learners, ranking proper teacher behavior as most important. Because it can significantly affect learner motivation and attitudes, EFL teachers placed it at the top of the list. (Alrabai) 2016 conducted a study that was similar to (Alrabai, 2010) in which both have the same purpose that investigating the effect of motivational strategies on the learners' achievement. Yet, (Alrabai, 2016) focused on before and after the treatment using three instruments. The findings were also similar to his paper in 2010. After the treatment and the application of motivational strategies, the students had a significance progress than before.

2.5 The Present Study

This study will contribute to literature by adopting a mixed approach design. To the best of the researcher's knowledge, none of the previously mentioned studies were conducted on first-year students within a university setting in Saudi Arabia (Alshehri,

2013). This study will focus on first-year students in a university context as in Alrabai's (2011) paper.

Furthermore, it should be noted also that none of the previously mentioned studies considered learners' attitudes toward second language learning, even though motivational strategies are known to affect learners' attitudes towards language learning. In consequence, this study reports first on teachers' beliefs concerning motivational strategies that should be applied in the EFL classroom, and second, reports teachers' use of those motivational strategies in EFL classrooms, as perceived by the learners.

This study considers the three main questions of the research: What are the beliefs of EFL teachers at Taif university concerning motivational strategies? Which motivational strategies are being used in the EFL classroom at Taif University? What are EFL learners' attitudes toward the English language learning? Also, it reveals the correlation between what the teachers believe about the motivational strategies and their practice. Then, learners' attitudes towards language learning are examined separately to discern the influence of the motivational strategies used by their teachers, on the learners' attitudes toward language learning. The following chapter will discuss the methods of this study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The goal of this paper is to examine EFL teachers' beliefs and practices concerning motivational strategies and students' attitudes toward language learning in the context of Saudi Arabia. This chapter describes the methods used in the study to answer the research questions. It includes a discussion of the research approaches, design, instruments, and participants and explains the research procedures, including the pilot and main studies. For data collection, the researcher used a mixed approach. Both quantitative and qualitative analyses were performed to the data for more profound results, considering the ethical issues facing the participants.

3.2 Research Approaches

This researcher adapted a mixed approach research design in order to allow an in-depth investigation into teachers' beliefs and practices concerning motivational strategies, taking into consideration learners' attitudes towards L2 learning to reflect the teachers' implementation of those strategies. The qualitative-quantitative approach provided a full view of both sides of the phenomenon. Thus, a mixed approach enhanced the research because it allowed the researcher to use multiple methods. According to Newman and Benz (1998), the methodology design must rely on the research questions and analysis techniques. If done correctly, the data and the findings will generate reliable results and the research conclusion will be germane to the research questions. Accordingly, a mixed approach allowed the researcher to obtain reliable results as recommended by Newman &

Benz (1998) who focused on how the research question and the methodology lead to a mixed approach as an interactive continuum of scientific inquiry.

3.3 Research Design

This research was based on a mixed approach in which the process of the research must be designed appropriately for the combination of the two approaches. The research used two methods for the data collection. These methods include a questionnaire-based survey and an interview. These methods minimized researcher bias and should lead to reliable findings on whether there is a correlation between the teachers' beliefs and use of motivational strategies, and learners' attitudes toward language learning at Taif University. The teachers' beliefs concerning motivational strategies were probed using the questionnaire, and the teachers' practice also evaluated by their students who used the same questionnaire. With regard to students' attitudes, in addition to the survey given to all students, the researcher conducted a structured interview with a randomly-selected focus group. A pilot study was undertaken before the main one to identify any problems in the instruments.

3.4 Statistical Methods

Various common statistical tests were performed, such as Pearson's correlation coefficient, arithmetic mean, standard deviation, percentages, Cronbach's alpha coefficient, and t-tests, to analyze the quantitative data.

3.5 Pilot Study

With a view to checking the validity of the questionnaire, the study began with a small sample: 76 students and 24 teachers. It took two weeks to analyze the data and draft a second version of the survey instrument. The collected data was analyzed

according to the research questions. Additionally, the data obtained from the questionnaire was analyzed quantitatively using descriptive statistics, from SPSS version 23. According to the results, students' questions number 1 & 2 of the questionnaire were sufficiently reliable to use in the main research while two items were excluded from the teachers' questionnaire.

To check the validity and reliability of the survey instrument, it was administrated to a sample of ($n=75$) of regular female first and second-level students at Taif University enrolled in an English course, as well as to a sample of female teachers ($n= 37$) teachers whose experience ranged from 3-11 years ($M=5.7$ years, $SD= 3.323$), Two teachers have Bachelor's degrees, but 35 teachers have a MA or a Ph.D.

3.6 Rating Scale of Teachers Beliefs about Motivational Strategies

The researcher began by examining EFL teachers' beliefs about motivational strategies. To answer the survey, the teachers rated how important each strategy was in their class. The questionnaire, adapted from Dornyei & Cheng (2007) asked for the potential importance of the techniques even if at present the participant did not use them. The items were organized in a 4-point Likert scale from Level 1: very important to Level 4: not important.

3.6.1 Validity of the scale.

The researcher calculated the validity of the rating scale by two methods as described below.

3.6.1.1 Face validity.

The researcher gave the scale to $n=24$ teachers of English and asked them to judge the scale. Accordingly, the wording of some items was changed.

3.6.1.2 Content validity.

The researcher calculated the content validity by calculating Pearson's correlation coefficient for each item with its factor, as well as Pearson's correlation coefficient among factors. Total scores are reported in the following tables:

Table 1. *Pearson correlation coefficients for each item with its factor for beliefs of motivational strategies rating scale*

1-Proper teacher behavior		3-Promote learners' self-confidence		5-Present tasks properly		7-Make the learning tasks stimulating		9-Promote group cohesiveness and group norms	
	r	Items No	R	Items	R	Items	R	Items No	r
1	0.447**	10	0.065	19	0.462*	25	0.797**	38	0.629**
2	0.616**	11	0.682**	20	*	26	0.537**	39	0.773**
3	0.688**	12	0.696**			27	0.614**	40	0.546**
4	0.802**	13	0.379*			28	0.663**	41	0.656**
5	0.636**	14	0.501**			29	0.472**	42	0.812**
						30	0.454**		
2 Recognize students' effort		4-Creating a pleasant classroom climate		6-Increase learners' goal-orientedness		8-Familiarize learners with L2-related values		10-Promote learner autonomy	
It	r	Items No	R	Items	R	Items	R	Items No	r
6	0.659**	15	0.789**	21	0.556*	31	0.125	43	0.455**
7	0.750**	16	0.760**	22	0.707*	32	0.405*	44	0.410**
8	0.574**	17	0.663**	23	0.668*	33	0.576**	45	0.718**
9	0.610**	18	0.574**	24	0.720*	34	0.722**	46	0.610**
						35	0.645**	47	0.875**
						36	0.782**	48	0.826**
						37	0.705**		
*Significant at level 0.05 ** Significant at level 0.01									

As can be seen from Table 1, all items are statistically significant at level 0.01, except for items 10 and 31 that were not significant. Therefore, the rating scale has a high validity and is suitable to use for this research.

Table 2. *Pearson correlation coefficient among factors and total score for beliefs of motivational strategies rating scale*

	f1	f2	f3	f4	f5	f6	f7	f8	f9	f10
f1	1									
f2	.643**	1								
f3	.560**	.713**	1							
f4	.642**	.643**	.451**	1						
f5	.537**	.521**	.671**	.621**	1					
f6	.562**	.451**	.562**	.721**	.561**	1				
f7	.672**	.549**	.621**	.539**	.532**	.611**	1			
f8	.461**	.436**	.536**	.681**	.478**	.503**	.562**	1		
f9	.548**	.453**	.478**	.614**	.529**	.643**	.652**	.582**	1	
f10	.459**	.562**	.618**	.523**	.475**	.574**	.653**	.654**	.543**	1
total	.648**	.651**	.704**	.657**	.726**	.755**	.735**	.653**	.803**	.735**
F (factor), *significant at level 0.05, ** significant at level 0.01										

As can be seen from Table 2, all factors are statistically significant at level 0.01. Accordingly, the questionnaire has a high validity and is suitable to use in this research.

3.6.2 Reliability of the scale

The researcher calculated the validity of the rating scale using Cronbach's alpha and Spilt half as shown in the following table.

Table 3. <i>Cronbach's alpha (α) coefficient reliability and split half of the scores for each section, as well as for total score for beliefs of motivational strategies rating scale</i>			
Factors	No of items	Cronbach's alpha	split half
f1	5	0.634	0.766
f2	4	0.537	0.687
f3	4	0.511	0.627
f4	4	0.535	0.662
f5	2	0.628	0.632
f6	4	0.661	0.759
f7	6	0.624	0.782
f8	6	0.652	0.815
f9	5	0.721	0.825
f10	6	0.636	0.736
Total score	46	0.856	0.921

Table 3 shows that the reliability of the rating scale of beliefs of motivational strategies, calculated using Cronbach's Alpha, was between .511 to .721 for factors and .856 for the total score. Split half were 0.632 - 0.825 and 0.921 for the total score, suggesting that the scale is reliable.

3.7 Rating scale of teachers' practice of motivational strategies

Another survey adapted from Dornyei & Cheng (2007) was given to the students to evaluate their teacher's practice. The students had to choose between frequencies to report on how often their teachers use certain motivational strategies in the EFL classroom. The questionnaire contained 48 items to measure the frequencies of the teachers' practice of motivational strategies. The items were rated on a 4-point Likert scale from Level 1: Always to Level 4: Rarely.

3.7.1 Validity of the scale.

The researcher calculated the validity of the rating scale by two methods, as detailed below.

3.7.1.1 Face validity.

The researcher surveyed $n=75$ EFL students, and asked them to judge the scale. According to their answers, the wording of some items was changed.

3.7.1.2 Content validity.

The researcher evaluated content validity by calculating Pearson's correlation coefficient for each item with its factor, as well as Pearson's correlation coefficient among factors and total score for full scale, as reported in the following tables.

Table 4. *Pearson correlation coefficients for each item with its factor for Rating Scale of Practices of motivational strategies.*

Factor 1		Factor 3		Factor 5		Factor 7		Factor 9	
It	R	Items	r	Items	R	Items	R	Items	r
1	0.696*	10	0.765*	19	0.644*	25	0.760*	38	0.48
2	0.789*	11	0.732*	20		26	0.820*	39	0.73
3	0.729*	12	0.795*			27	0.745*	40	0.82
4	0.799*	13	0.646*			28	0.770*	41	0.76
5	0.817*	14	0.669*			29	0.718*	42	0.67
						30	0.745*		
Factor 2		Factor 4		Factor 6		Factor 8		Factor 10	
It	R	Items	r	Items	R	Items	R	Items	r
6	0.777*	15	0.793*	21	0.717*	31	0.644*	43	0.78
7	0.857*	16	0.804*	22	0.804*	32	0.737*	44	0.80
8	0.730*	17	0.744*	23	0.813*	33	0.788*	45	0.73
9	0.732*	18	0.650*	24	0.686*	34	0.805*	46	0.74
						35	0.818*	47	0.79
						36	0.751*	48	0.72
						37	0.697*		

*Significant at level 0.05, ** Significant at level 0.01

From Table 4, it is notable that all items are statistically significant at level 0.01.

According these procedures, the rating scale has high validity and is suitable to use in this research.

Table 5. *Pearson's correlation coefficient among factors and total score for the rating scale of practices of motivational strategies.*

	f1	f2	f3	f4	f5	f6	f7	f8	f9	f10
f1	1									
f2	.729**	1								
f3	.708**	.802**	1							
f4	.642**	.621**	.648**	1						
f5	.628**	.634**	.758**	.667**	1					
f6	.617**	.704**	.665**	.604**	.647**	1				
f7	.461**	.514**	.458**	.647**	.520**	.709**	1			
f8	.452**	.532**	.556**	.586**	.448**	.626**	.669**	1		
f9	.563**	.586**	.593**	.450**	.438**	.640**	.475**	.581**	1	
f10	.467**	.473**	.519**	.513**	.485**	.629**	.612**	.640**	.657**	1
total	.753**	.797**	.806**	.787**	.733**	.855**	.798**	.816**	.761**	.791**

f (factor), *Significant at level 0.05 ** Significant at level 0.01

From Table 5, it is evident that all factors are statistically significant at level 0.01. Therefore, the questionnaire has a high validity and is suitable to use in this research.

3.7.2 Reliability of the scale

The research examined the reliability of the questionnaire using Cronbach's alpha and Spilt half as shown in the following table.

Table 6. <i>Cronbach's alpha (α) coefficient reliability and split half of the scores for each section and for total score of the rating scale for practices of motivational strategies</i>			
Factors	No of items	Cronbach's alpha	split half
f1	5	0.811	0.866
f2	4	0.779	0.794
f3	5	0.772	0.876
f4	4	0.728	0.793
f5	2	0.784	0.784
f6	4	0.743	0.782
f7	6	0.853	0.872
f8	7	0.864	0.910
f9	5	0.733	0.748
f10	6	0.858	0.876
Total score	48	0.948	0.961

As shown in Table 6, the reliability of the rating scale on Practices of motivational strategies was calculated using Cronbach's Alpha, and the results were 0.728 to 0.858 for factors and 0.948 for the total score. Split half results were from 0.742 to 0.910 and 0.961 for the total score, suggesting that the scale is reliable.

3.8 Learners' Attitude towards Language Learning

The researcher used a questionnaire to measure the learners' attitudes toward language learning. The items were partly adapted from the attitude questionnaire used by Eshghinejad (2016). It included 30 items concerning attitudes towards learning English, in terms of behavioral, cognitive, and emotional aspects of attitude. Each statement was rated on a 5-point Likert scale from Level 1: Strongly Disagree, to Level 5: Strongly Agree. The questionnaire had mostly positive statements (5, 6, 7, 8, 8, 10, 17, 18, 19, 20, 29, and 30) these items were at scale level 5: Strongly Disagree to Level 1: Strongly Agree.

3.8.1 Validity of the questionnaire

The researcher calculated the validity of the questionnaire by two methods, as described below.

3.8.1.1 A-Face validity.

The researcher gave the questionnaire to five teachers of English language and asked them to judge the questionnaire. According to their input, some items were modified.

3.8.1.2 Content validity.

The researcher calculated content validity by Pearson's correlation coefficient for each item with its factor, and Pearson's correlation coefficient among factors, as well as total score for full scale as shown in the following tables.

Table 7. <i>Pearson's correlation coefficient for each item with its factor for attitudes toward language learning</i>					
Behavioral		Cognitive		Emotional	
Items No	R	Items No	R	Items No	R
1	0.540**	11	0.606**	21	0.561**
2	0.260*	12	0.707**	22	0.737**
3	0.580**	13	0.569**	23	0.760**
4	0.472**	14	0.614**	24	0.746**
5	0.506**	15	0.502**	25	0.762**
6	0.646**	16	0.442**	26	0.674**
7	0.718**	17	0.605**	27	0.352**
8	0.693**	18	0.683**	28	0.432**
9	0.016	19	0.611**	29	0.333**
10	0.648**	20	0.717**	30	0.728**
*significant at level 0.05, ** significant at level 0.01					

Table 7 shows that all items have significance at level 0.01, except item No2 that has significance at level 0.05. Because item No 9 was not statistically significant, it was

deleted, so the total items of the questionnaire became 29 items. Accordingly, the questionnaire has high validity and is suitable to use in this research.

Table 8. *Pearson correlation coefficient among factors and total score for attitudes toward language learning.*

Factors	Factor 1	Factor 2	Factor 3
Behavioral	1		
Cognitive	0.730**	1	
Emotional	0.671**	0.756**	1
Total score	0.884**	0.929**	0.897**

*significant at level 0.05,

** significant at level 0.01

Table 8 shows that all dimensions are statistically significant at level 0.01.

Accordingly, the questionnaire has high validity and is suitable to use in this research.

3.8.2 Reliability of the scale

The following table presents the questionnaire's reliability using Cronbach's alpha and Split half.

Table 9. *Cronbach's alpha (α) coefficient reliability and split half of the scores for each section and for total score for attitude towards language learning*

Factors	No of items	Cronbach's alpha	split half
Behavioral	9	0.751	0.766
Cognitive	10	0.799	0.870
Emotional	10	0.795	0.859
Total score	29	0.902	0.921

As can be seen from Table 9, the reliability of the questionnaire, calculated using Cronbach's Alpha, was 0.751, 0.799, and 0.795 for the three dimensions; 0.902 for the total score, for split half it was 0.766, 0.870, 0.859 and for the total score it was 0.921. These scores suggest that the scale is reliable.

3.9 Main Study

For the main study, three instruments were used. The answers on the teachers' questionnaire reflected their beliefs about the motivational strategies, those to the students' questionnaire evaluated teachers' practice of the strategies in EFL classroom, and examined their attitudes toward L2 learning. All the quantitative data was analyzed by SPSS version 23. To support data from the survey, and in an attempt to cover a selection of students from all first-year classes, five students from each group in the College of Science, were interviewed. The data from the survey was collected in three days since the classes took place at different times throughout the week although some classes were at the same time. The teachers' survey that measured their beliefs about

motivational strategies was drafted electronically and sent to all the instructors of the College of Science by email to avoid any delay and to make it easy for them to complete it at their leisure. Because the research was based on a mixed approach, and the objective was to obtain reliable data, students were interviewed to assess the learners' attitudes towards language learning. The questions asked during the interview were similar to the survey to measure the learners' attitudes toward language learning. The research focused on a small sample for the interview. From five classes of thirty students, teachers appointed two students, one with high achievement and another low-achieving student. Data from the qualitative methods were coded into themes. In this manner, data was collected from the structured interview, coded, and analyzed thematically.

3.9.1 Participants.

Eighteen teachers were targeted for this study ($n = 18$), whose experience ranged from 1-22 years. On the other hand, one hundred and fifty students ($n = 150$), whose ages ranged from 18 to 31 years, participated. All were students in the College of Science because it recently made English a prerequisite for Science, as of their courses are taught in English. All student participants were in their first year of university (first-second) levels, taking English through the English Language Center at Taif University. It should be noted that the students in the first two semesters at Taif University have little experience in English. In addition, as they are rarely self-motivated, they need external motivation to complete their studies. Furthermore, the first-year courses in the English Language Center focus on acquiring a good foundation in English. Of the eighteen teachers in the College of Science, most possess a MA degree and have many years teaching experience. While the pilot study targeted ($n=24$) teachers and ($n=76$) students,

the main study targeted a different ($n=18$) teachers, taking into consideration their teaching experience, and ($n=150$) students, taking into consideration their ages, GPA, and level.

3.9.2 Instruments.

The researcher used two methods to answer the research questions: the questionnaire and the interview. The teachers' questionnaire, adapted from Dornye & Cheng (2007), was used to investigate the teachers' beliefs about motivational strategies. It contained 46 items concerned with different strategies to be used in EFL classroom and a rating scale to measure the degree of the importance: (*very important/important/less important/not important*). The same items with a frequency scale were completed by the students to investigate their teachers' practice of the motivational strategies. It included rating scales of degree of frequency: (*always, often, usually, rarely*) to show how often students thought their teacher implemented the motivational strategies. Analysis revealed that there was a correlation between the teachers' beliefs and their practices.

Although the questionnaire included all dimensions as recommended by Dornye & Cheng (2007), because the participants are not native speakers of English, the students' questionnaire was translated by the researcher to Arabic. Another questionnaire was completed to measure the students' attitudes toward language learning at Taif University. The second instrument was adapted from Eshghinejad (2016) and included statements in three dimensions: behavioral, cognitive, and emotional. Each section contained 10 statements. The attitude questionnaire measured learners' attitudes according to a rating scale, from strongly agree to strongly disagree. This questionnaire was also translated to Arabic since it targeted Arabic-speaking learners of English. Finally, structured

interviews were held with 10 students to support the data on learners' attitudes to language learning. The interviews conducted in Arabic. The questions to be asked orally during the interview were prepared by the researcher according to the written survey.

3.9.3 Procedures.

A survey was completed by eighteen teachers ($n=18$) teachers, who together instruct thirty classes, to investigate their beliefs about motivational strategies for ELF learners, and the same questionnaire was completed by one- hundred fifty ($n=150$) students to investigate their teachers' practice of motivational strategies, i.e. with what frequency their teachers use the motivational strategies. A second questionnaire was completed by the same students to measure their attitude toward language learning. Finally, structured interview was conducted with some of the learners ($n = 10$), both high and low achievers, to assess their attitudes toward language learning, the interviews were intended to support data from the written questionnaire, to obtain more detailed information and consequently data that is more reliable (Nugroho & Mayda, 2015). According to the research procedures, the following chapter will discuss the detailed results of this research.

3.10 Ethical considerations

The researcher assured all participants that their participation was voluntary, and they were free to withdraw at any time. Also, they were assured that in this thesis and for publication, the data will be anonymous and their identities will not be revealed.

CHAPTER 4

FINDINGS

4.1 Overview

One of the objectives of this thesis was to ascertain whether EFL teachers in Science collage at Taif University have beliefs about motivational strategies, and if they use the strategies in the EFL classroom. Another objective was to gather learners' attitudes toward language learning, as they reflect the importance of motivational strategies to learn a second language. This study provided clear, valid and reliable answers to the research questions. Data was obtained by surveying two population samples: instructors of EFL and students of EFL at Taif University with three questionnaires and an interview. In this chapter, the author presents the findings of the data analysis to answer the following research questions:

- 1) What are the teachers' beliefs concerning motivational strategies?
- 2) How often are motivational strategies used in the classroom?
- 3) What are the learners' attitudes toward English language learning?

This chapter contains the results of analysis of the data. For questions, 1 and 2, data was obtained from 2 similar questionnaires, and data for question 3 was obtained from a third questionnaire and an interview.

4.2 Findings Concerning Research Question 1

Data analysis revealed that teachers hold definite beliefs about motivational strategies. To answer this question the researcher used means and percentage for self-report by female teachers (n =18 teachers). Table 10 presents

the means and percentage for teachers' beliefs about motivational strategies. The questionnaire contained 10 factors, each one concerned with a group of strategies.

Table 10. *Means and percentage for each factor of teachers' beliefs of motivational strategies.*

	Proper teacher behavior	Recognize student effort	Promote learners' self-confidence	Promote group cohesiveness and group norms	Increase learners' goal-orientedness.	Create a pleasant classroom climate	Make the learning tasks stimulating	Present tasks properly	Promote learner autonomy	Familiarize learners with related values
Mean	18.22	14.28	13.94	12.28	6.28	13.22	18.61	18.83	15.33	18.56
	91.11	89.24	87.15	76.74	78.47	82.64	77.55	78.47	76.67	77.31
Order of factors	1	2	3	9	6	4	7	5	10	8

Table 10 shows that the rate of the teachers' beliefs in motivational strategies ranged from 76.67 to 91.11. The results show that the first factor: "Proper teacher behavior" is rated at 91.11% and the ninth factor: "Promote group cohesiveness and group norms" is rated lowest at 76.67%. The teachers gave high priority to how they should behave with the students. For example, most of the teachers highlighted the importance of being excited to teach English, of being able to share with the students the value of English as a meaningful experience. In contrast, they attributed less importance to making the students suggest the classroom rules and let them know each other.

Figure 1. Graph of the percentage of teachers' beliefs about motivational strategies.

Figure 1 presents a graph of the percentage of teachers' scores for the beliefs in strategies.

According to the figure above, EFL teachers attributed more importance to “proper teacher behavior” with 91.11%, followed by the necessity to “recognize the students’ effort” and “promote learners’ self-confidence,” both approximately equally. To “increase the learners’ goal-orientedness” the teachers attributed only 82.64% of importance.

4.3 Findings Concerning Research Question 2

The analysis of the data revealed that teachers do motivational strategies. The survey completed by students was concerned with how often teachers use motivational strategies. Students’ evaluation of their teachers reflected that their teachers do use

different motivational strategies in the classroom. Table 11 shows the means and percentage for each factor for teachers' practice of motivational strategies by $n = 150$ students.

Table 11. *Means and percentage for each factor of teachers' practice of motivational strategies.*

	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10
Mean	15.15	11.74	14.69	10.93	5.65	10.79	14.21	17.63	14.28	15.30
percentage	75.77	73.38	73.47	68.29	70.58	67.46	59.22	62.95	71.40	63.75
Order of factors	1	3	2	6	5	7	10	9	4	8

Table 11 shows that teachers' practice of motivation strategies in the classroom, in the estimation of the students, ranged from 59.22% to 75.77%. The results indicate that the highest factor is 75.77%. i.e. "Proper teacher behavior", and the lowest factor was "Make the learning tasks stimulating" with 59.22%. The students evaluated their teachers' practice of the motivational strategies mentioned in the questionnaire. According to the table, the students felt that their teachers established a good rapport with them and showed enthusiasm to teach English. However, the students reported that their teachers did not often break the routine by varying the presentation format.

Figure 2. Graph of the percentage of students' scores of teachers' practice of motivational strategies in EFL classrooms.

The scores indicate that the teachers mostly use the strategies related to “proper teacher behavior” by 75.77% and “promote learners’ self-confidence” by 73.38%. However, the students showed that their teachers rarely use the strategies related to “make the learning tasks stimulating” by a mere 59.22.

Table 12. *Descriptive Statistics for samples.*

	N	Minimum	Maximum	Mean	SD.
Teachers` rating scores	18	112.00	172.00	139.61	15.16
Students ` rating scores	150	58.80	91.00	80.85	8.18
Teachers` experiences	18	1.00	20.00	10.167	6.11

Table 12 presents the teachers' beliefs and practice about motivational strategies score, the teachers' questionnaire score ($M = 139.61$, $SD = 15.16$), that is higher than the students' questionnaire score (80.85 , $SD = 8.18$). The correlation is ($r = .623$, $p < 0.001$) indicating positive and significant correlation between the teachers' beliefs and practices about motivational strategies; the teachers' questionnaire scores and students' questionnaire scores.

Figure 3. Correlation between teachers' beliefs about motivational strategies and students' evaluation of their teachers' practice.

From the above Figure 3, we observe that female student's ratings for motivational strategies practices of their teachers are lower than the estimation of the teachers' beliefs for all factors. However, there was significant correlation between the teachers' beliefs and practices about motivational strategies, as the teachers' questionnaire scores are correlated to the students' questionnaire scores. The researcher used Nonparametric Correlations (Spearman's method) between teacher's scores and means scores of students.

4.4 Findings Concerned with Research Question 3

In general, students reported positive attitudes towards learning English at Taif University. Results from the questionnaire were corroborated by data obtained from the interviews.

4.4.1 Questionnaire.

The results indicated that the students have generally positive attitudes toward learning English. To achieve this result, the researcher used One-Sample t-test for each factor and total score for attitudes toward English language, by comparing the students score to the assumption mean (17 for first factor, 20 for second factor, 18 for third factor and 22 for full score) as shown in the following Table 13.

Table 13. *Results of one-sample t-test analysis of data on students' attitudes towards learning English.*

Variables	<i>n</i>	Mean	SD	t	df	Sig
Behavioral aspect of attitudes	150	24.447	4.438	17.790	149	.000
cognitive aspect of attitudes	150	28.127	4.959	20.070	149	.000
emotional aspect of attitudes	150	28.207	5.568	18.053	149	.000
Full score	150	80.780	12.179	22.908	149	.000

Table 13 shows that the students have positive attitudes toward English language learning, as indicated by the t-test values for all factors and for full score significance at level 0.01. This indicates that the students have positive attitudes toward learning English. The students have positive attitudes mostly in the emotional aspects, as the mean score of students' emotional attitudes is 28.207, thus, most of the students have positive feelings to learn English, and they enjoy learning the language. Many of their responses revealed that they learn English to increase their knowledge and to help them to study other courses. According to the cognitive aspect mean score of 28.127, they have positive attitudes toward the importance of English learning in different fields of knowledge. However, the mean score of behavioral aspect, 24.447, shows that the students have little positive desire to learn English for their own self-betterment and to improve relationships.

Figure 4. The mean for each item for attitudes toward learning English.

Figure 4 shows that the students have more positive attitudes in the emotional and cognitive aspects, than the behavioral one. The highest mean is in the emotional aspect of attitude with 2.82, and the behavioral aspect has the lowest mean score with 2.72. Figure 4 shows that most of the students care about their language learning and are interested in English.

4.4.2 Interview.

The researcher targeted five pairs of students selected randomly from the College of Science by their teacher; one high-achieving student and a lower-achieving one. A total of 10 students were interviewed: 5 high-achieving and 5 low-achieving students.

Nine questions captured the students' realities and values to seek answers to the research questions. The qualitative data was analyzed qualitatively, encoding their attitudes into behavioral, cognitive, and emotional depending on their positive and negative responses. The researcher coded manually, seeking to answer the research

question: What are the learners' attitudes toward learning English? Data showed more positive attitudes than negative ones. There were nine interview questions, and each group of 3 informed a certain theme. The following Table 14 identifies each theme and some students' responses.

Table 14. *Questions asked during interviews and their themes.*

Theme	Questions	Evidence	
		Positive attitudes	Negative attitudes
Behavioral	-How do you feel when you speak English in public places? - Do you think that English will contribute to build relationships with others? -Do you think that English contributes to improve your personality?	If I will make new foreign friends, English is must.	I can't form a correct English sentence so I don't use English a lot.
Cognitive	-What is the importance of English as a college student? -To which extent are you satisfied with your performance in English? -Do you apply what you study outside the classroom?	English is important for our college studies	English is not important for our science studies because they explain in Arabic
Emotional	-What do you feel when the teacher asks you to speak in the class? -What do you prefer, studying all your science courses in Arabic or in English? - What do you feel when you attend the English class?	I am always excited for the English class	Honestly, I don't like English class because I can't understand what the teacher says

4.4.2.1 Theme 1: behavioral aspects

According to the interviewees' responses to the questions related to behavioral aspects, there was a similar positive attitude in both high and low achieving students. For example, student N° 4 (low achieving) said, *"I feel happy to speak English with others, I like it."* Similarly, a high achieving student N° 4 said, *"I am happy to do different things. Because I travel a lot, I am used to speak English."* Nevertheless, data from the surveys were in sharp contrast to data from the interviews. It appears that all students have some positive attitudes toward the behavioral aspects, (see Figure 1), since the behavioral aspects questions were rated the lowest, at 2.72.

4.4.2.2 Theme 2: cognitive aspects

Both high and low-achieving students reported positive attitudes, although the higher-achieving students more positive attitudes toward the importance of learning English for their Science studies, than the low ones. Most of the high achievers mentioned that English is important as it the main language in their Science courses while the lower students mentioned that English is important for life in general. For example, student N° 3 (high achieving) said *"it's very important. For literature, for, everything."* Likewise, a low achieving student, N° 1 said, *"It's an international language, it's important."* Similarly, a low achieving student, N° 4, said, *"I can read different novels in English."*

As shown in Figure 1, analysis revealed that survey questions related to cognitive aspects were rated rather highly, with 2.81, indicating that all students have positive attitudes toward learning English in the cognitive aspects.

4.4.2.3 Theme 3: Emotional aspects

High and low achievement reported some positive attitudes to learning English in the classroom. For example, high achieving student N° 1 said, *“I feel comfortable and happy. The lessons are easy.”* Another high achieving student, No 3, appeared to agree when she said, *“I prefer English class because there are different interesting topics”*. Interestingly, most of low achievements students reported positive attitudes toward the emotional aspects. They say they use English in the class without fear. For example, student N° 1 said, *“I like languages, I do not have any problem to participate in the class”* and student N° 4 said, *“I can answer in English because the teacher will help me if I make a mistake.”* In the emotional aspects, results of the interview and the questionnaire are almost equivalent: both were high. Indeed, as shown in Figure 1, the questionnaire results revealed that emotional aspects attitudes have the highest rating of all, with 2.82.

Briefly, there was a relation between the cognitive and behavioral aspects according to all five high-achieving students: they gave positive attitudes in both. However, the five low-achieving students reported more positive attitudes related to the behavioral and emotional aspects than to cognitive ones. On the other hand, both high and low achieving students showed few negative attitudes in all categories.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

The purpose of motivation strategies being to increase learner motivation, the objective of this study was to investigate Taif University EFL teachers' beliefs in motivational strategies as well as their practice, while simultaneously examine EFL learners' attitudes toward language learning English. Although extant literature has a plethora of studies on this topic, few have documented English teachers' beliefs and whether they apply what they believe in their classrooms. Even fewer studies have been undertaken within Saudi Arabia's educational system. Thus, this research engaged both teachers and learners in the examination of teachers' beliefs and practices of motivational strategies. This chapter reiterates the main findings and details how this research has contributed the literature on the subject.

5.2 Teachers' beliefs about motivational strategies

To answer the question: What are the teachers' beliefs about motivational strategies? The analysis results have provided a clear reply. The EFL teachers in the College of Science at Taif University believe in most of the strategies. These were according to 10 factors, and most of the teachers concurred that EFL teachers must consider their behavior with their students, such as showing the student that you care about them and establishing a good rapport with them. This result supported Ashehri (2013) who had proposed that the teachers be aware of the importance of a relationship with learners as it can encourage students to participate in classroom activities.

Additionally, these results are consistent with those of Arabia (2010) and Alqhtani (2015), who showed that when EFL teachers adopt motivational strategies and give them high importance, it does have an effect of motivational strategies on the learners' achievement. In both empirical studies, the teachers realized the importance of monitoring students' achievement and considering their effort and progress. The teacher participants in both the above-mentioned studies provided students with positive feedback and encouraged them, as important strategies to motivate the students learning English. However, in this research, the teachers considered a more extensive list of strategies, such as allowing students to get to know each other and letting them suggest class rules.

Additionally, the teachers in Alrabai's 2011 study had practiced "proper teacher behavior" and "promoting learners' self-confidence," and the results of this study indicate that EFL teachers at Taif University also use the strategies that are related to those two factors. Indeed, the findings of Bashir (2017) differed from ours only in that teachers were unaware of the importance of motivational strategies.

5.3 Teachers' practice of motivational strategies

The students' evaluation of their teachers' use of motivational strategies revealed that EFL teachers do practice some motivational strategies in the classroom. The findings revealed how often the teachers use these strategies. Most EFL teachers displayed "proper teacher behavior" whereby they always show students that they care about them and how excited they are to teach English. However, student responses also indicated that some strategies, such as changing the routine by presenting different methods and

introducing various interesting topics, are rarely used. As in Denez (2010) and Samet (2017), our findings indicate that EFL instructors at Taif University implement motivational strategies. Moreover, our results align with those of Al-Mahrooqi; Ul-Hassan & Asante (2012), who found that instructors use most of the 48 items within all factors. Furthermore, our findings concur with the results of Moskovsky, Alrabai, Paolini & Ratcheva (2013) who found that the teachers' behaviors affected their learners' motivation.

Data analysis indicates that English teachers at Taif University apply what they believe about motivational strategies in EFL classroom, because there was a positive relation between the teachers' beliefs and their practices of motivational strategies as evaluated by their students. Also, the correlation of the surveys' results was unexpected especially when both teachers and students gave high scores to the same factor which is "proper teacher behavior". Many of EFL teachers at Taif University attributed high importance to most of the strategies, even though some, such as inviting a native speaker to the class, are rarely employed in Saudi universities. Furthermore, learners' evaluations showed that the teachers do use them in the classroom anyway. We conclude that EFL teachers in Taif University do practice what they preach in terms of motivational strategies in the classroom.

5.4 Learners' attitudes toward language learning

All participating students showed positive attitudes toward learning English, in accordance with the findings of Sandoval-Pineda (2011) and Zhao (2015), who investigated the relationship between attitudes, motivation, and English language achievement, and found that their learners also had positive attitudes toward language

learning. Even though this study intentionally included five low-achieving students, all showed positive attitudes within different factors. As shown in Figure 1, the students revealed positive attitudes mostly in the emotional aspects; those concerned with what the students feel about learning English, such as *I feel proud to learn English*. The cognitive aspects showed the students' understanding of the importance of learning English. They enjoyed learning English, as it's necessary for their science subjects such as mathematics. In conclusion, the findings showed that most of the students have a positive awareness of its importance. These results support the conclusions of Eshghinejad (2016), they revealed positive attitudes toward the cognitive aspects.

However, the data from this study indicates that students face difficulties in communication, as evidenced by few positive feelings toward the behavioral aspects. Many students' frustration was related to their inability to speak with others in English, as shown in the survey and supported by data from the interviews. When the researcher asked the students to mention their reasons for each answer to each question, students gave similar answers in the behavioral aspects. Learners said they do not use English with others because they cannot form a sentence correctly. For example, one high achieving student said, "*Sometimes I feel it's difficult to speak English with others because I forget some words, I do not usually practice English so it's difficult for me to form a complete correct sentence.*" These results contrast with those of Dégi & Tódor (2016) and Estliden (2017), and Eshghinejad who concluded that learners' attitudes were determined by their experience with the language for communication more than for identification. It should be noted that the learners in Estliden's (2017) study showed more positive attitudes toward the cognitive aspects than toward the other aspects.

This research has extended extant literature by conducting an interview to examine the learners' attitudes toward language learning. During the interview, students showed more positive attitudes in the cognitive and behavioral aspects than the emotional aspect, reflecting a difference between the questionnaire and the interview results. While high-achieving students opined that English is important for other subjects, low achieving students mentioned that their Science courses do not require English as their instructors explain the lessons in Arabic, but nevertheless recognized the importance of English to obtain a good job. In general, however, low achieving students mostly demonstrated negative attitude to the emotional aspects of learning English: they dislike coming to English class, or they are not satisfied by their progress. For example, student 5 said, *"I don't like English class because I think it's not important."* In contrast, high-achieving students demonstrated negative attitudes only toward coming to the English classroom. For example, student 5 said, *"I feel bored to come to class because the lessons are easy."*

5.5 Conclusions

This thesis was an investigation into motivational strategies and learners' attitudes toward English learning. More precisely, the researcher aimed to discover if EFL instructors at Taif University are aware of the importance of those strategies to enhance their instruction, to investigate if instructors use motivational strategies in their classrooms, and to evaluate students' attitudes toward learning English in the College of Science. In view of the research questions, the following paragraphs summarize our conclusions.

- 1- The EFL teachers do understand the importance of motivational strategies. They gave a high degree of importance to "proper teacher behavior" with 91.11%, but

- they considered “Promote group cohesiveness and group norms” less important with the lowest percentage, 76.67%, among other factors. ,
- 2- EFL teachers at Taif University do apply motivational strategies, as evidenced by answers to the students’ questionnaire. Students indicated by 75.77% that their teachers use “proper teacher behavior,” and they only gave 59.22% to the strategy “make the learning tasks stimulating,” the lowest parentage among other factors. The overall findings of the teachers’ beliefs and practices about motivational strategies indicate that the teachers implement what they believe in the EFL classroom.
 - 3- Learners of English showed positive attitudes in both the questionnaire and the interview, although the survey findings indicate more positive attitudes in the emotional and cognitive aspects. Both high and low-achieving interviewees equally showed optimism and expressed positive attitudes in behavioral and cognitive aspects equally, although they gave less credence to the emotional ones.

The researcher conducted this study at Taif University, in Taif, Arabia, and focused on EFL teachers at the English Language Center and on students from the College of Science as participants, using quantitative – qualitative paradigms to reach reliable answers to the research questions. In order to increase the validity of the investigation, two methods were employed: two questionnaires and an interview. The teachers’ beliefs were expressed in an electronic survey and their practices investigated by a written questionnaire completed by their learners. An interview was conducted with a sample of students to discover their attitudes toward language learning. The quantitative data was analyzed by SPSS version 23 and the qualitative data was described by thematic coding.

In general, this study has revealed that EFL teachers at Taif University do acknowledge of the importance of motivational strategies to enhance their instruction. Although some teachers gave different degrees of importance to each of the strategies, they concurred in attributing importance to their behavior in the class, such as showing the students they care about them, monitoring student progress and appreciating student effort. Teacher's classroom behavior received the highest percentage of all strategies with 91.11%, whereas other strategies, such as letting the students get to know each other, or allowing them to determine classroom rules, received the lowest rating with 76.67%.

Additionally, teachers at Taif University implement what they believe in their EFL classrooms. On the student survey, learners gave their teachers a high positive score on their practice of such strategies in the classroom. Teachers practice many motivational strategies in the class, mostly the ones the strategies concerning their behavior in class. Yet, some strategies were rarely observed, such as changing the classroom climate by presenting different topics, the strategy rated lowest of all with 59.22%.

Moreover, findings indicate that that the teachers implement the strategies they believe in, as evidenced by a correlation between the teachers' ratings and the learner-reported observations.

Students expressed positive attitudes toward learning English in different areas. The questionnaire items reflected three main areas: behavioral, cognitive, and emotional. The students responded differently to the three. The more positive attitudes referred to the emotional aspects, with a mean of 28.208%, rather than to the cognitive and behavioral aspects. Data from the interviews did not confirm the survey results, in that students have

more positive attitudes in the behavioral than cognitive and the emotional aspects, which could be possibly attributed to the small sample (10 students) who were interviewed.

5.6 Implications of the study

The study contributed to the TESOL field by investigating EFL teachers' beliefs and practices, with consideration of learners' attitudes toward language learning in Saudi Arabia. According to the results, the research answered the three main questions, thus, it reflected the importance of motivational strategies to be used in EFL classrooms.

5.7 Limitations of the study:

The researcher excluded some teacher participants because of their personal circumstances so the number of the sample was reduced to 18 teachers and the interview was used only with the students because the time was limited.

5.8 Recommendations for further research

An aim of this study is to contribute to the TESOL field by investigating EFL teachers' beliefs and practices, with consideration of learners' attitudes toward language learning in Saudi Arabia. The researcher recommends further studies that include both males and females, and different universities and colleges. Also, the classroom observation would provide more reliable findings on the teachers' motivational practices. Additionally, more experimental research is needed to measure the effect of motivational strategies on student progress, and to measure the learners' attitudes toward learning English following the use of motivational strategies. Finally, more interviews of students would provide an answer to the apparent contradiction of the data.

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Appendix A

Taif University

MA (TESOL)

Title of project:

Teachers' Beliefs and Practice of Motivational Strategies and Learners' Attitudes

The aims of the study:

- To investigate the EFL teachers' beliefs of motivational strategies in the context of Saudi Arabia.
- To examine the teachers' practices of L2 motivational strategies in EFL classroom.
- To investigate the learners' attitudes toward the English language learning since it reflects the importance of motivational strategies.

Participation is voluntary, and you are free to withdraw at any time. When the results of this research are written in my thesis and for publication, data will be anonymous and your identity will not be revealed.

I, agree to take part in the above-named project, the details of which have been fully explained to me and described in writing.

Signed Date.....

I am **Shatha Abdulrahman Altalhi** certify that the details of this project have been fully explained and described in writing to the subject named above and have been understood by her.

Signed *Shatha*

Date 25-2-2019

Appendix B

Dear colleague,

Below is a list of motivational strategies for motivating language learners. We would like to ask you to decide how important you believe each strategy is in your class. Please note that we are asking your opinion about the potential importance of the techniques even if at present you don't use them. Many thanks! Please mark a tick (✓) in the appropriate blank (Not important - important - less important -Very important). (e.g. Not important ✓). Please only tick one space and answer all the questions.

Name _____

Teaching experience (How many years?) _____

An English teacher should.....	Not important	Less important	important	Very important
(2) Show students you care about them.				
(23) Establish good rapport with students.				
(17) Show your enthusiasm for teaching.				
(40) Share with students that you value English as a meaningful experience.				
(47) Be yourself in front of students.				
(46) Recognize students' effort and achievement.				
(8) Monitor students' progress and celebrate their victory.				
(15) Make sure grades reflect students' effort and hard work.				
(42) Promote effort attributions.				
(34) Provide students with positive feedback.				
(36) Teach students learning techniques.				
(28) Encourage students to try harder.				

An English teacher should.....	Not important	Less important	important	Very important
(33) Make clear to students that communicating meaning effectively is more important than being grammatically correct.				
(30) Create a supportive classroom climate that promotes risk-taking.				
(1) Bring in and encourage humor.				
(41) Avoid social comparison.				
(21) Use a short and interesting opening activity to start each class.				
(6) Give clear instructions by modelling.				
(25) Give good reasons to students as to why a particular task is meaningful.				
(20) Help students develop realistic beliefs about English learning.				
(26) Find out students' needs and build them into curriculum.				
(12) Introduce various interesting topics.				
(45) Present various auditory and visual teaching aids.				
(43) Make tasks attractive by including novel and fantasy element.				
(27) Encourage students to create products.				
(13) Make tasks challenging.				
(39) Increase the amount of English you use in the class.				
(38) Encourage students to use English outside the classroom.				

An English teacher should.....	Not important	Less important	important	Very important
(4) Familiarize students with the cultural background of the target language.				
(32) Introduce authentic cultural materials.				
(9) Remind students of the benefits of mastering English.				
(7) Invite senior students to share their English learning experiences.				
(19) Invite English-speaking foreigners to class.				
(5) Explain the importance of the class rules.				
(44) Encourage students to share personal experiences and thoughts.				
(3) Allow students to get to know each other.				
(35) Ask students to work toward the same goal.				
(16) Let students suggest class rules.				
(37) Adopt the role of a 'facilitator'.				
(24) Encourage peer teaching and group presentation.				
(14) Teach self-motivating strategies.				
(48) Allow students to assess themselves.				
(29) Give students choices in deciding how and when they will be assessed.				
(22) Involve students in designing and running the English course.				

Appendix C

Taif University

MA (TESOL)

Title of project:

Teachers' Beliefs and Practice of Motivational Strategies and Learners' Attitudes

The aims of the study:

- To investigate the EFL teachers' beliefs of motivational strategies in the context of Saudi Arabia.
- To examine the teachers' practices of L2 motivational strategies in EFL classroom.
- To investigate the learners' attitudes toward the English language learning since it reflects the importance of motivational strategies.

علماً بأن المعلومات الشخصية يقتصر استخدامها في مجال البحث العلمي فقط ولا يتم نشرها بأي شكل من الأشكال
شاكرين لكم تعاونكم.
انا الطالبة..... أوافق ان أشارك في هذا البحث، وجميع المعلومات المذكورة واضحة لدي ومفهومة.
التوقيع

I am **Shatha Abdulrahman Altalhi** certify that the details of this project have been fully explained and described in writing to the subject named above and have been understood by her.

Signed *Shatha*

Date 24-2-2019

Appendix D

تعليمات:

فيما يلي بعض العبارات التي تصف انطباع الطالب لتعلم اللغة الإنجليزية. صفي انطباعك نحو تعلمك للغة الإنجليزية. وذلك بوضع علامة: (✓) تحت الاختيار المناسب (لا اتفق أبداً - لا اتفق - اتفق - اتفق بشدة) لكل جملة تصف انطباعك من خلال الجدول التالي.

(الرجاء اختيار إجابة واحدة فقط لكل جملة)

الاسم (اختياري)..... المستوى..... العمر..... المعدل التراكمي.....

اتفق بشدة	اتفق	لا اتفق	لا اتفق أبداً	
				١ - اود ان أتكلم اللغة الإنجليزية بنفس الطريقة التي يتكلم بها الأجانب (المتحدثين الاصليين)
				٢ - تساعدني دراسة اللغة الإنجليزية على بناء علاقات جيدة مع الاصدقاء
				٣ - عندما اسمع أحد زميلاتي في القاعة الدراسية تتحدث باللغة الإنجليزية بشكل جيد، يصبح لدي رغبة في ممارسة اللغة معها
				٤ - تعلم اللغة الإنجليزية يطور من شخصيتي
				٥ - التحدث باللغة الإنجليزية في أي مكان يجعلني اشعر بالقلق
				٦ - أوجل واجبات اللغة الإنجليزية بقدر المستطاع
				٧ - لا اشعر بالراحة عندما يطلب مني ان اتحدث باللغة الإنجليزية في القاعة الدراسية
				٨ - اشعر بالخجل عند تحدثي باللغة الإنجليزية امام زميلاتي
				٩ - لا اشعر بالحماس لحضور محاضرة اللغة الإنجليزية
				١٠ - عندما أصبح جيدة في اللغة الإنجليزية، هذا سيساعدني على دراسة المواد الأخرى
				١١ - عندما اتعلم اللغة الإنجليزية، هذا يزيدني فهم ومعرفة
				١٢ - في رأيي، الأشخاص الذين يتكلمون أكثر من لغة، هم مثقفين
				١٣ - يجعلني تعلم اللغة الإنجليزية قادرة على التواصل مع الآخرين بشكل جيد
				١٤ - يجعلني تعلم اللغة الإنجليزية قادرة على ابتكار أفكار جديدة
				١٥ - يحتوي منهج اللغة الإنجليزية على مواضيع تغطي العديد من مجالات المعرفة
				١٦ - بكل صراحة، أنا ادرس اللغة الإنجليزية لأجتاز الاختبار
				١٧ - لا أستطيع انأطبق ما تعلمته من مادة اللغة الإنجليزية في حياتي الواقعية
				١٨ - أنا غير راضية عن أدائي في مادة اللغة الإنجليزية
				١٩ - في رأيي، دراسة اللغة الإنجليزية صعبة ومعقدة
				٢٠ - لا أشعر بالقلق عندما يطلب مني الإجابة على سؤال في محاضرة اللغة الإنجليزية
				٢١ - دراسة لغات أجنبية مثل الإنجليزية هو شيء ممتع
				٢٢ - اشعر بالفخر لأنني اتعلم اللغة الإنجليزية
				٢٣ - دراسة مادة اللغة الإنجليزية يجعلني أشعر بالثقة
				٢٤ - أنا مهتمة بدراسة اللغة الإنجليزية
				٢٥ - تعلم اللغة الإنجليزية هو هدف مهم في حياتي
				٢٦ - انتظر الوقت الذي تكون فيه محاضرة اللغة الانجليزية

تقوم المعلمة ب.....	مطلقاً	نادراً	غالباً	دائماً
عظيم هو الطالبية: مختلفه و ممتعه في كل درس				
فيما يلي بعض الممارسات التعليمية التي يمكن استخدامها من قبل معلمات اللغة الإنجليزية في الفصول الدراسية. كم مره تقوم معلمتك باستخدام هذه الممارسات داخل الفصل لتحفيزك لتعلم اللغة الإنجليزية. ضعي علامة (√) تحت الاختيار الذي يحدد عدد المرات لكل ممارسة من خلال الجدول				
التفصيل الانشطة ممتعه باستخدام أسلوب الرواية والخيال (الرجاء اختيار اجابة واحدة فقط لكل جملة)				
التشجيع (المطالعة) على القيام بتصميم العشوية، معينة، مثال المعروض (القول للثاني - الثالث - الرابع)				
رقم المخرجة: السجل التراكمي:				
تقوم المعلمة ب.....	مطلقاً	نادراً	غالباً	دائماً
اظهار الاهتمام بالطالبات بشكل عام				
تشجيع الطالبات على استخدام اللغة الإنجليزية خارج الفصل				
بناء علاقة جيدة مع الطالبات				
تعرف الطالبات على ثقافة المتحدثين الاصليين للغة الانجليزية				
تزويد الطالبات بمواد تعليمية باللغة الإنجليزية، مثال: مجلات اجنبية				
تشجيع الطالبات بتوفير مادة اللغة الإنجليزية، مثال: مناقشة امثلة في الفيديو باللغة الانجليزية				
تكون على سجيها امام الطالبات، مثال: تشارك اهتمامها مع الطالبات. تدعو الطالبات للادامى المشاركة خبر الهم في تعلم اللغة الإنجليزية				
تظهر اهتمامها بجهد الطالبة وتقدم مستوى التراسى الى الفصل				
توضح أهمية قواعد القاعة الدراسية، مثال: عدم استخدام الجوال داخل الفصل				
تشجع الطالبات على المشاركة بخبراتهم الشخصية وافكارهم داخل الفصل				
تأكد بان درجات الطالبات تعكس جدهم الدراسي				
تسمح للطالبات بالتعرف على بعضهم البعض				
توضح للطالبات انها تؤمن بالجهد الذي يبذلته لتعلم اللغة الانجليزية				
تطلب من الطالبات العمل على هدف مشترك				
تتعلق للطالبات بتقنيات التعلم الحديثة لإدارة القاعة الدراسية.				
تعمل الطالبات بعض الطرق الفعالة في تعليم اللغة				
تبسط المعلومات للطالبات من خلال مساعدة كلاً منهن على حدة.				
تشجع الطالبات بذل مجهود أكبر				
تشجع الطالبات على تعلم بعض البعوض والعمل على مشروع جماعي				
تأكد ان الطالبات يراعات كتابات مشاهيرهم				
تعمل الطالبات كيفية تحفيز الذات، مثال: تشجيع أنفسهم على تعلم لغة جديدة				
توضح للطالبات ان بعض المعنى بفعالية أهم من كون الجملة صحيحة نحويًا				
تسمح للطالبات بتقييم أنفسهن				
تخلق بيئة دراسية مريحة تسمح للطالبات تعلم تعليمي بدون خوف من الأخطاء				
تشجع للطالبات على المشاركة في تعليمهم للزيج، مثال: اعطائهم الفرصة في اختيار الكتاب				
تتجنب المقارنات بين مستويات الطالبات				
تستخدم أنشطة قصيرة وممتعة لتبدأ فيها الدرس، مثال: ألعاب ممتعة				
تعطي الطالبات تعليمات واضحة للتمرين عن طريق شرح كل خطوة				
تشرح للطالبات أسباب أهمية كل تمرين				
تساعد الطالبات على تطوير معتقدات واقعية لتعليم اللغة الإنجليزية، مثال: تشرح للطالبات الوقت الحقيقي الذي يحتاجونه لإتقان اللغة				
معرفة احتياجات الطالبات وبناءها في المناهج الدراسية				
تشجيع الطالبات في تحديد اهدافهم في تعلم اللغة الإنجليزية				

Appendi