

A Proposed Strategy to Improve the Saudi University – Students' Motivation towards Learning English as a Foreign Language

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Abstract

This study aims to investigate the causes of demotivation among university students who study English language (EL) as a university requirement in Saudi Arabia, and to propose a motivational strategy according the results. Researchers hypothesized that; pedagogical, social, cultural and economic factors may have caused the problem.

A stratified random sample is chosen from the entire population (the Saudi female - students at university level). 100 students were subjected to the administration of the questionnaire which is designed to test the four major types of motivation (intrinsic, extrinsic, integrative and instrumental). Results show that the respondents are intrinsically, extrinsically and integratively demotivated whereas, positive results are obtained on the instrumental type of motivation, which indicates a badly need for a motivational strategy. We suggested an adapted version of Dörnyei's strategy (2007).

Keywords: Saudi female university-students, English as a foreign language, motivational strategy

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Introduction

The simple fact of success, is the effect of our view of what we do. In the classroom, students who develop an image of themselves as 'no good at English' will simply avoid situations which

tell them what they already know. Feelings of failure, can therefore lead to a downward spiral of a self-perception of low ability - low motivation – low effort – low achievement. One of the most popular definitions of motivation to learn a second language (L2) was proposed by Gardner (1985, 10), as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards it”. Dornyei (2001), states that motivation is an abstract hypothetical concept that people use to a whole range of motives; from financial incentives to idealistic beliefs. Sources of motivation are sorted as intrinsic and extrinsic.

Girard (1977) - cited in Shahriar,2011,p.99 - notices that motivation comprises four main factors, the sociolinguistic context, the learner, the method used and the teacher. Girard finds that the sociolinguistic context paves the foundation for motivation, the learner’s personal attitude towards the learning process is something which is already developed or which develops on its own but the method used for teaching can be altered according to the needs, whereas the same method can be successful with one teacher and a complete failure with another.

Winke (2005) argues that intrinsic motivation comes from the joy or pleasure derived through language learning itself while extrinsic motivation results from the desire to obtain some particular outcome. Integrative and instrumental motivations are two basic variables necessary to be identified when investigating motivation. Gardner (1983, 203) defines instrumental motivation as "learning a language because of someone clearly perceived the utility it might have for the learner". On the other hand, he defined integrative motivation as "learning a language because the learner wishes to identify himself with or become integrated into the society” of the target language". Similarly, instrumental motivation was defined by Abisamra (2001)as" the learner's desire to learn a language for utilitarian purposes (such as school/university requirement, employment or travel), whereas integrative motivation refers to the desire to learn a language to integrate successfully into the target language community". Recently, research into motivation in second language acquisition has focused on the factors which affect second language learners' motivation. According to Harmer (1991,4), Four factors can be dangerous to the learners’ motivation. Which are: physical condition, methods of teaching, teachers, success refers to the appropriate level of challenge designed by the teachers. According to Dornyei (2001,143), demotivation is defined as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action”.

In addition to positive motivational influences there are, however, negative effects that de-energize action. These effects are called by Sehat and Alavinia,(2012), the darker side of motivation, that is de-motivation. Demotivation is defined as " a state or conditions that hinders

a person from doing his or her best in achieving a specific purpose" and "a demotivated person is the one who lacks deliberate effort, willingness and investment for achieving a specific purpose (here language learning purpose", he is also the one who has lost his or her interest for some reason. Demotivation acts on the opposite direction of motivation and impede students from being motivated to learn English.

Demotives were classified in two main categories based on their nature of demotivation. The first category consists of internal demotives including the participants' experience of failure, their attitudes towards English and the issues concerning the students' reduced self-confidence. The second category is called external demotives which fell under three themes concerning factors related to the teacher, the learning environment and other demotivating factors reflecting external constraints. In contrast to the external demotivating factors, demotivating factors related to the students themselves were mentioned less often and the range of these factors is not so wide.

Motivational strategies are defined by Dörnyei (2001a, p. 28)- cited in Cameron, 2007 - as "techniques that promote the individual' goal-related behaviour". He divided these techniques under four main categories or phases in the development of motivation in the classroom. These phases are creating the basic motivational conditions, generating initial motivation (the preactional phase in Dörnyei and Otto's process model), maintaining and protecting motivation (actional stage), and encouraging positive retrospective self-evaluation (postactional stage). goal-related behaviour". They are also vital for any teacher's methodological repertoire. Empirical investigations focusing on motivational strategies are scarce in FL research. However, looking at the literature we find that far more research has been conducted on identifying and analyzing various motives and validating motivational theories than on developing techniques to increase motivation.

Ushioda (2001) found that learners who had been demotivated were able to continue their learning by passing the demotive and pursuing motivational strategies which got their motivation "on line again."

The purpose of motivational strategies is consciously not only to maintain ongoing motivated behavior and protect it from distracting or competing action tendencies but also generate and increase student motivation. With motivation being one of the key factors determining success in FL learning, strategies in motivating learners should be seen as an important aspect of the study of FL motivation.

Papi and Abdollahzadeh's study (2012) aims to provide observational evidence on the relationship between teachers' use of motivational strategies and students' motivated behavior in the EFL context of Iran. The teachers' use of motivational strategies and the students' motivated behavioral codes were measured using a classroom observation instrument originally developed by Guilloteaux and Dornyei (2008). The results showed that the teachers' motivational practice is significantly related to the students' motivated behavior. These results also asserted that the low-motivation group had stronger ought-to FL.

Dornyei and Cheng (2007) conducted a study to explore the motivational strategies employed by Taiwanese English teachers with the focus on (1) how important the participating teachers perceived certain motivational strategies and (2) how frequently they actually made use of these strategies in their teaching practice. The results indicate that motivational strategies such as displaying proper teacher behavior, Promoting learners' self-confidence, Creating a pleasant classroom climate, and presenting tasks properly were in the top five positions in both studies.

The team of this study, as teachers of English language, suffers this problem; most students are not interested, classes feel dull and cold; no participation and no interaction, they learn by heart only for the exam. Teachers as well as learners need to know why does this happen, where does demotivation come from, and how to solve this problem. Teachers sometimes feel helpless. "Without knowing where the roots of motivation lie, how can teachers water those roots?" (Oxford & Shearin, 1994, 15). Teachers are required to find these roots of motivation and water them.

It is necessary to investigate this problem among students as they form the future workforce of the country and international work-market which requires English language skills in most cases.

Experience and general observation indicates that educators and instructors of English in Saudi universities encounter a great deal of demotivation among students who learn English as a university requirement. Students find it a heavy duty and a subject that they do not see its importance.

This study aims to Investigate and diagnose the problems of demotivation towards learning English as a foreign language (EFL) among undergraduate female students who learn it as university requirement in Saudi Arabia, and to provide an educational strategy that may help teachers and learners to raise the students' motivation towards better achievement in English, according to the results. The current study offers some useful and effective strategies to raise

learners' motivation towards an efficient proficiency in learning English as a foreign language (EFL).

The researchers of this study hypothesized that; students who study English as a university requirement are demotivated towards this subject. And that there are intrinsic factors; (enjoyment, challenge, competence, competitiveness and control) affecting motivation among female university students as well as extrinsic Factors;(economic and social). We also hypothesized that results would show an urgent need of a motivational strategy to help them raise the motivation towards learning EFL.

Materials and Methods

This study can be defined descriptive as it mainly derives its data by processes of observation, questioning and recording results. Subjects are put under investigations to check and measure their motivation towards learning EFL.

The Participants in this Study are the female students in all three branches of the Taif university; (Khurma, Turba, Rania) as well as the students in the main quarters in Taif city in the Western Area of Saudi Arabia. The researchers in this respect find it far enough to measure the study hypotheses through a questionnaire, which was supervised and checked by a panel of experts. A pilot study was run in the Khurma branch and the final version of the questionnaire is distributed among the participants.

The questionnaire consists of 15 items designed to measure the four major types of motivation (intrinsic, extrinsic, integrative and instrumental). Items are translated in Arabic to enable the respondents to grasp the meanings they may not understand in English. The team of the study supervised the participants while responding to avoid the psychological tendency to respond positively to questionnaire items regardless of the facts or what they really feel.

Results

Hereby are the results obtained by the administration of the questionnaire:

Table (1) I really enjoy learning English Language

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	28	28.0	28.0	28.0
Disagree	25	25.0	25.0	53.0
Don't know	9	9.0	9.0	62.0
Agree	23	23.0	23.0	85.0
Strongly agree	15	15.0	15.0	100.0
Total	100	100.0	100.0	

Results in table (1) show that only 38% of the students have the motif to enjoy learning English language while 53% have no motif to enjoy learning English language

Table (2) My English class is a challenge that I enjoy

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	39	39.0	39.0	39.0
Disagree	25	25.0	25.0	64.0
Don't know	8	8.0	8.0	72.0
Agree	16	16.0	16.0	88.0
Strongly agree	12	12.0	12.0	100.0
Total	100	100.0	100.0	

Table (2)The percentage of agreement to whether an English language class is a challenge that achieve enjoyment to students is 28 % as opposed to 64 % who disapprove that.

Table (3) I enjoy using English outside of class whenever I have a chance to.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	33	33.0	33.0	33.0
Disagree	22	22.0	22.0	55.0
Don't know	5	5.0	5.0	60.0
Agree	23	23.0	23.0	83.0
Strongly agree	17	17.0	17.0	100.0
Total	100	100.0	100.0	

Results in Table (3) assert that a low percentage (40 %) of the students enjoy using English outside of class whenever they have a chance to do that as opposed to (55 %) who don't use English outside of class.

Table (4) I feel pretty competent during English classes

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	23	23.0	23.0	23.0
Disagree	32	32.0	32.0	55.0
Don't know	28	28.0	28.0	83.0
Agree	8	8.0	8.0	91.0
Strongly agree	9	9.0	9.0	100.0
Total	100	100.0	100.0	

Table (4) confirms that only 17 % of the students feel pretty competent during the English classes as opposed to 55 % who don't support feeling that.

Table (5) I prefer to sit and listen, and don't like to be forced to speak English during classes

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	4.0	4.0	4.0
Disagree	10	10.0	10.0	14.0
Don't know	7	7.0	7.0	21.0
Agree	48	48.0	48.0	69.0
Strongly agree	31	31.0	31.0	100.0
Total	100	100.0	100.0	

Table (5) shows that the majority of the students 79 % prefer to sit and listen and don't like being forced to speak in English classes. On the other hand , only 41 % disagree.

Table (6) I feel that I am encouraged to learn English when my teacher sometimes gives me the choice to decide on what to study in the classroom

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	28	28.0	28.0	28.0
Disagree	16	16.0	16.0	44.0
Don't know	19	19.0	19.0	63.0
Agree	26	26.0	26.0	89.0
Strongly agree	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Percentages in Table (6) shows that 37 % of the students feel encouraged to learn English when teachers give them the choice to decide on what to study opposed to 44 % .

Table (7) I am learning English because I am interested in the English Language and the English culture

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
1.1	1	1.0	1.0	1.0
Strongly disagree	27	27.0	27.0	28.0
Disagree	30	30.0	30.0	58.0
Don't know	7	7.0	7.0	65.0
Agree	21	21.0	21.0	86.0
Strongly agree	14	14.0	14.0	100.0
Total	100	100.0	100.0	

Results in table (7) assert that 35 % of the students learn English because they are interested in the English language and culture whereas a higher percentage 58 % of the students disagree.

Table (8) I am learning English in order to be able to read fiction in the English Language

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	23	23.0	23.0	23.0
Disagree	30	30.0	30.0	53.0
Don't know	8	8.0	8.0	61.0
Agree	27	27.0	27.0	88.0
Strongly agree	12	12.0	12.0	100.0
Total	100	100.0	100.0	

Table (8) reflects that 39 % of the students learn English in order to be able to read fiction in English. On the other hand , 53 % of the students don't learn English for this purpose.

Table (9) I study English only because it is required by the university

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	16	16.0	16.0	16.0
Disagree	24	24.0	24.0	40.0
Don't know	3	3.0	3.0	43.0
Agree	29	29.0	29.0	72.0
Strongly agree	28	28.0	28.0	100.0
Total	100	100.0	100.0	

Results in table (9) confirm that a large majority of the students 57 % study English only because it is required by the university while 40 % of the students don't support that.

Table (10) I am more interested in furthering my higher education than learning English Language itself

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	15	15.0	15.0	15.0
Disagree	17	17.0	17.0	32.0
Don't know	8	8.0	8.0	40.0
Agree	45	45.0	45.0	85.0
Strongly agree	15	15.0	15.0	100.0
Total	100	100.0	100.0	

Table (10) reflects that 60% of the students want to learn English because they are interested in doing further higher education than learning English language itself. while, 32% do not agree.

Table (11) Studying English enables me to discuss interesting topics in English with the people from other national backgrounds

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	40	40.0	40.0	40.0
Disagree	21	21.0	21.0	61.0
Don't know	9	9.0	9.0	70.0
Agree	28	28.0	28.0	98.0
Strongly agree	2	2.0	2.0	100.0
Total	100	100.0	100.0	

Results in table (11) show that low percentage (30%) of the students think that studying English enable them to discuss interesting topics in English with the people from other national backgrounds.

Table (12) In my family, we all feel that it is very important to learn English

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	29	29.0	29.0	29.0
Disagree	24	24.0	24.0	53.0
Don't know	9	9.0	9.0	62.0
Agree	21	21.0	21.0	83.0
Strongly agree	17	17.0	17.0	100.0
Total	100	100.0	100.0	

Results in table (12) show that 38% of the students think that in their families, they feel that learning English is very important. However, 53% of the students disagree on this opinion.

Table (13) I am learning English in order to be able to communicate with other people when I travel

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	2.0	2.0	2.0
Disagree	6	6.0	6.0	8.0
Don't know	1	1.0	1.0	9.0
Agree	48	48.0	48.0	57.0
Strongly agree	43	43.0	43.0	100.0
Total	100	100.0	100.0	

Table (13) shows that the majority of the students 91 % learn English to communicate with other people when they travel abroad whereas only 8 % of the students don't support that.

Table (14) I need English for Electronic Media Communication

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	3.0	3.0	3.0
Disagree	1	1.0	1.0	4.0
Don't know	6	6.0	6.0	10.0
Agree	49	49.0	49.0	59.0
Strongly agree	41	41.0	41.0	100.0
Total	100	100.0	100.0	

Results in table (14) show that a higher percentage 90% of the students approve learning English for electronic media communication as opposed to only 4% who disapprove.

Table (15) I am learning English because knowledge of English will enable me to get a highly paid job.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	4.0	4.0	4.0
Disagree	7	7.0	7.0	11.0
Don't know	8	8.0	8.0	19.0
Agree	44	44.0	44.0	63.0
Strongly agree	37	37.0	37.0	100.0
Total	100	100.0	100.0	

Results in table (15) show that getting a highly paid job is considered a motif to learn English for 81 % of the students. On the other hand , only 11 % of the students do not consider it a motif.

Discussion

Over the last twenty years, research on motivation for learning (EFL) has evolved considerably from focusing on describing what composes student motivation to a detailed and elaborated list of suggestions or strategies that help teachers initiate, and further promote student motivation. One of the main objectives of this study is to measure the four major types of motivation; intrinsic, extrinsic, integrative and instrumental. Another main objective is to choose and adopt an educational motivational strategy that may suit teachers and instructors of English in Saudi universities.

Results show that the participants have responded differently to the questionnaire items, and accordingly, different results are obtained. To the extent that each type of motivation got a different rang of percentages.

It is important to say that, the team of this study supervised the participants while responding to the questionnaire to avoid the psychological effect of the tendency to respond positively to survey items regardless of the facts or what they actually feel. They were advised to be true to themselves in expressing their opinions on what they really feel.

When measuring the intrinsic motivation, results in the tables (1-4) above show low motivation among the Saudi university female students. As negative results ranging between (64 -53 %), they do not enjoy learning English, they do not feel challenge - enjoyment and even they find learning English boring.

In a study conducted by Moskovsky and Alrabai(2008) to measure levels of intrinsic motivation in learners of EFL in Saudi Arabia, a random sample of 55 Saudi learners from public schools and universities was selected. Results indicated that motivational orientation may involve some gender-and age –based differences. They also revealed that levels of intrinsic motivation are high among the participants of their study, in spite of the fact that academic results show low achievement. It is confusing to find high motivation and low achievement as interrelated. The usual correlation is between high motivation and high achievement. The study results show that in general, Saudi university female students have very low intrinsic motivation towards learning EFL.

Results of the current study seem in consistency with the fact that there is low achievement among Saudi learners of EFL.

Results of tables (5 - 6) come in consistency as they indicate that the participants lack competence in English and somehow, they are not psychologically prepared to participate in class oral activities.

Tables (7 - 8) the negative responses assert that the participants do not agree with the English and western culture in general which causes a social integrative demotivation.

Despite the fact that there are different aspects that may passively affect the picture of the west in the Arab world, English teachers can play a serious role the reconciliation between the East and the West. In the suggested motivational strategy teachers are encouraged to improve their presentation of the native culture of the English language, and give a positive role-model in accepting others' different views. This would definitely help to raise students' curiosity and motivate them to be acquainted with the English culture through reading fiction and watching films.

Related to integrative motivation tables (9 – 10 –11 and 12) show negative responses ranging between (44 - 53%) which illustrate that the participants are slightly demotivated to believe that English language can contribute in their integration in their society.

Tables (13 – 14 and 15) show completely different results, as the questionnaire items concerning instrumental motivation obtained positive scores ranging from 60% up to 91%. The participants responding to these items show a high level of instrumental motivation which indicates that they are aware of the importance of English language for their higher education, better chances of work, communication with others and to use electronic media. In this affair our role is only to reinforce what they already know. Results of the current study agree with Al-Otaibi, 2004 and Al-Zubeiry, 2012: studies which indicated that Saudi EFL learners are highly motivated in learning English for both instrumental and integrative orientations. Though, our Study results show a slight demotivation for the integrative orientation.

Dornyei and Cheng (2007) conducted a study to explore the motivational strategies employed by Taiwanese English teachers with the focus on (1) how important the participating teachers perceived certain motivational strategies and (2) how frequently they actually made use of these strategies in their teaching practice. The results indicate that motivational strategies such as displaying proper teacher behavior, Promoting learners' self-confidence, Creating a pleasant classroom climate, and presenting tasks properly were in the top five positions in both studies. This indicates that these macrostrategies bear a certain amount of resemblance to the list generated by Dornyei and Csizer's survey amongst Hungarian English teachers, which provides reassurance that at least some motivational strategies are transferable across diverse cultural and ethno-linguistic contexts. Other macrostrategies such as making the learning tasks stimulating, Familiarizing learners with FL-related values, promoting group cohesiveness and group norms and promoting learner autonomy were relatively underutilized and considered of lower importance in Taiwan, this -in turn- reveals dissimilarities between the

Taiwanese and the Hungarian indicating that some strategies are culture-sensitive or even culture-dependent.

In Papi and Abdollahzadeh's study (2012) observational evidence is provided on the relationship between teachers' use of motivational strategies and students' motivated behavior in the EFL context of Iran. The results showed that the teachers' motivational practice is significantly related to the students' motivated behavior. These results also asserted that the low-motivation group had stronger ought-to FL.

This result leads to the conclusion that serious work should be done in this affair. So the researchers of this study are going to suggest an educational strategy adopted from Dörnyei's (2001) famous motivational strategy.

Conclusions, Implications and Recommendations

Motivational strategies are vital for any teacher's methodological repertoire. Empirical investigations focusing on motivational strategies are scarce in EFL research. However, looking at the literature we find that far more research has been conducted on identifying and analyzing various motives and validating motivational theories than on developing techniques to increase motivation. motivational strategies.

Ushioda (2001) found that learners who had been demotivated were able to continue their learning by passing the demotive and pursuing motivational strategies which got their motivation "on line again."

One most important assets of this study is the stratified random selection of the sample of the study which would allow making generalizations of results over the entire population of the study; the Saudi female university students. According to Harmer (1991, 4), Four factors can be dangerous to the learners' motivation. These are:

1. Physical condition which means the atmosphere in class. For example if students have to study in a bad lighting classroom , overcrowded with too many students , have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation .
2. Methods of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or they will become demotivated.
3. The teachers as the most powerful variable of motivation, they can become a major part in demotivating the learners.

4. Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer pointed out, to give high challenging activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

Important implications can be valuable for EFL learners in Saudi Universities and also for further research in the areas of motivation and motivational strategies .

The negative responses for most of the items of the questionnaire , discussed earlier , indicate that participants' responses fall into three categories:

1- Saudi female university are intrinsically demotivated, as they, to a high extent, needs an inner energy push, An undeniable need of an educational motivational strategy.

2- As for the extrinsic and integrative motivation results also show low scores and that is an indicative of lack of good guidance, good curricular and in whole a good strategy to help the teachers.

3- Concerning instrumental motivation , results indicate that the participants of this study are instrumentally motivated. They are aware of the importance of learning EFL and that it will help them to improve the quality of their lives, enhance their chances in higher education, profitable jobs and a whole integration in their society.

Based on the results of study and the findings we obtained , we suggest the following motivational strategy derived from Dörnyei's(2001):

The Proposed Motivational Strategy

As mentioned earlier in this paper , motivation strategies are techniques that promote the individual goal related behaviour. They are used to maintain and protect motivation and encourage positive retrospective self-evaluation.

According to the final results and findings of the study , the researchers adopted the famous Dörnyei's motivational strategy. This strategy has been tested worldwide; from Europe to Taiwan. Studies done on this affair proved its effectiveness in raising students motivation to learn English. Teachers who used this strategy assure that it helped them to motivate their students and they got better results in language achievement. This strategy is built upon 10 pillars as follows:

1- Proper teacher behaviour

Establish good rapport with students

Show students you care about them

Be yourself in front of students

Share with students that you value English as a meaningful experience

2. Recognize students' effort

Recognize students' effort and achievement

Promote effort attributions

Make sure grades reflect students' effort and hard work

Monitor students' progress and celebrate their victory

3. Promote learners' self-confidence

Provide students with positive feedback

Teach students learning techniques

Encourage students to try harder

Design tasks that are within the students' ability

Make clear to students that communicating meaning effectively is more important than being grammatically correct

4. Create a pleasant classroom climate

Create a supportive classroom climate that promotes risk-taking

Avoid social comparison

Bring in and encourage humour

Use a short and interesting opening activity to start each class

5. Present tasks properly

Give clear instructions by modeling

Give good reasons to students as to why a particular task is meaningful.

6. Increase the learners' goal-orientedness

Help students develop realistic beliefs about English learning

Encourage students to set learning goals

Find out students' needs and build them into curriculum

7. Make the learning tasks stimulating

Break the routine by varying the presentation format

Present various auditory and visual teaching aids

Introduce various interesting topics

Make tasks attractive by including novel and fantasy element

Make tasks challenging

Encourage students to create products

8. Familiarize learners with L2-related values and culture

Remind students of the benefits of mastering English

Increase the amount of English you use in the class

Familiarize students with the cultural background of L2

Introduce authentic cultural materials

Encourage students to use English outside the classroom.

Invite senior students or Saudi staff members to share their English learning experiences

Invite English-speaking foreigners to class if possible

9. Promote learner autonomy

Adopt the role of a 'facilitator'

Encourage peer teaching and group presentation

Teach self-motivating strategies

Allow students to assess themselves

Give students choices in deciding how and when they will be assessed

Involve students in designing and running the English course

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Abbreviations

Abbreviations	Stands for
EL	English language
L2	Second language
EFL	English as a Foreign language

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