

Motivational Strategies and Student Motivation in an EFL Saudi Context

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Abstract

This research is conducted to investigate the perceptions of teachers and students as regards to ten motivational strategies (MSs) proposed by Dornyei & Csizer (1998) for motivating learners. It is an empirical research using quantitative methods to collect data. A structured survey on a large scale of a random sample of female teachers and students was conducted in a university Saudi context. The data collected from the questionnaires is analyzed by SPSS for descriptive statistics. For each strategy, the mean, standard deviation, and mean percentage were calculated to show teachers and students' perceptions of MSs and to help in raking them. The data for the open-ended questions were revised manually for common themes. The results of the study support the findings of earlier research with a special emphasis on the culturally specific MSs that are specific for of Saudi university students and their teachers. Based on the results, two lists of MSs for teachers and students are produced and inferences are highlighted. The present study also stresses the importance of catering for students' perceptions in implementing any teaching strategies as both teachers and students' perceptions differ.

Keywords: motivation, motivational strategies, student motivation, rapport, student self-confidence, culturally –affected motivational strategies

1. Introduction

Motivation is essential to language learning achievement and attainment (Moskovsky & Arabai, 2009). It is more important than good teaching, abilities or curriculum in learning a language and maintaining it (Dornyei & Csizer, 1998). It is the key for success (Csizer & Dornyei, 2005; Sugita & Takeuchi, 2017, Hapsari, 2013). It helps students to overcome any undesirable learning conditions they face in learning the language (Cheng & Dornyei 2007; Guilloteaux & Dornyei 2008).

Motivating learners is a long-term development (Sugita & Takeuchi 2010; Dornyei 2001). To motivate learners, teachers use variety of motivational strategies. So, what are the characteristics of motivated teachers and learners as mentioned in Hapsari (2013)? Motivated teachers are “enthusiastic, resourceful, creative and strict” (P. 117). Motivated learners, on the other hand, are “more enthusiastic, goal-oriented, committed, persistent, and confident in their learning” (Renandya as quoted in Hapsari 2013, P. 118). They work hard to achieve their goal and never give up. Hapsari (2013) further asserts that students cannot be motivated if we do not have a motivated teacher.

1.1 Statement of the Problem

Demotivation of students in the classroom is a major problem faced by teachers all over the world. Dornyei (2001b) asserts “in education contexts demotivation is a regrettably common phenomenon” (p. 51). Students are present in class physically but not mentally (Hapsari 2013). So, are students only to be blamed for losing or not having enough motivation? The answer to this question, according to Hapsari (2013) is that “motivation itself is a multifaceted aspect of dynamic interaction between teachers and students” (p.114). That is to say, both teachers and students are partners in this process. Therefore, familiarizing teachers with the most effective motivational strategies used by teachers and found valuable by students in a certain context will help teachers to create a more motivating classroom environment that helps to achieve the desirable learning outcomes in this context. To this effect, this research aims at investigating both teachers and students’ favorable motivational strategies (MSs) in learning English as a foreign language in a Saudi university.

1.2 Importance of the Study

Due to the fact that most research on motivation is directed towards further research, and the fact that few research was directed to teachers to facilitate teaching (Dornyei 2001), this paper provides important insights based on empirical data tackling both teachers and students’ perceptions regarding a set of motivational strategies to enhance motivation in classrooms as a way to facilitate teaching. Students’ perceptions of the strategies that motivate them are very crucial (Sugita and Takeuchi, 2009) and as long as students and teachers may have different perceptions of the value of certain motivational strategies that are culturally dependent (Ruesch A. et al., 2012), it is very important to gather data from both teachers and students to discover what motivational strategies are peculiar for the university Saudi context.

1.3 Research Objective and Questions

The objective of this empirical research is to find out the effectiveness of the ten motivational strategies proposed by Dornyei & Csizer (1998) from both teachers and students' perspectives in a Saudi university context. The research questions are:

1. Do teachers and students have different perspectives as regards to the effectiveness of the used classroom motivational strategies?
2. What are the effectively used motivational strategies in the Saudi context?
3. What are the motivational strategies that are specific to the Saudi context?

This paper follows the experimental research design gathering quantitative data by the use of a structured survey of a group of teachers and students at a university level.

Studying English as a foreign language is part of the curriculum of the Preparatory Year at King Abdulaziz University (KAU). The English Language Institute (ELI) is responsible for teaching English following the modular system in which students have to pass four levels (101, 102, 103, and 104); a level per module, to specialize or join faculties. Each module comprises of seven weeks of instruction in which teachers have to cover the detailed pacing guide. Teachers have not got enough time to be well acquainted with students or to build enough rapport with them. Some teachers do not have enough time to use a variety of motivational strategies in class. Teaching, to some extent, is mechanical mainly focusing on covering all parts of the curriculum and preparing students for tests. Hence, this research draws the attention of teachers to the usefulness of the use of some motivational strategies in class to motivate students who in turn can make curriculum coverage an easy task for teachers and can help themselves to become better learners.

Furthermore, the findings of this study can contribute to teachers' knowledge of the motivational strategies that work best for students and those that are peculiar to the Saudi context to improve their existing teaching methodologies and can contribute also for further research on motivation.

2. Literature Review

Motivation, one of the most fundamental factors for language learning, has long been investigated in the field of second and foreign language learning (e.g. Dornyei & Csizer 1998; Dornyei 2001; Cheng & Dornyei 2007; Guilloteaux & Dornyei 2008; Moskovsky & Alrabai, 2009; Sugita & Takeuchi 2010; Ruesch et al. 2012; Hapsari 2013; Astuti 2013; Solak & Bayar 2014; among others). In general, motivation is defined as "... an abstract, hypothetical concept that we use to explain why people think and behave as they do." (Dornyei, 2001, p. 1) It is the driving force that explains human actions. In education, it is defined as "one of the key issues in language learning" (Dornyei, 2001, p. 1)

Motivational strategies (henceforth MSs), to Dornyei (2001b), are "...methods and techniques to generate and maintain the learners' motivation" (p. 2). These strategies are

deliberately used by teachers for student benefit “Motivational strategies are techniques consciously used by EFL teachers as ways to promote language- learning motivation” (Sugita & Takeuchi; 2010, p.24) .There are elements that determine or interfere in our selection of MSs e.g. language content, teaching methodology, timing and teaching and learning styles. In other words, teachers should be selective in choosing the MSs “...it is not the quantity but the quality of the selected strategies that matters....it is more useful to take a selective and stepwise approach, choosing a few strategies that would suit your teaching style and learner group well.” (Dornyei, 2001, p. 4)This takes you beyond Dornyei’s “good enough motivator” role in class by creating a more positive classroom environment. As a result of the fact that motivation fluctuates and changes overtime and even learners tend to demonstrate a fluctuating level of commitment even within a single lesson, “what teachers do is therefore the key determinant for motivating language learners”(Sugita &Takeuchi, 2010, p.22).

In this review section, selected research from different cultural backgrounds explored the use of classroom motivational strategies from both teacher and student’s perspectives using different research instruments mainly questionnaires to gather data to support claims in favor of the importance of using motivational strategies. Also, factors including cultural contexts that have an impact on motivation in the classrooms were fostered and highlighted.

Two of the most important articles that provide insights into techniques for motivating students are Dornyei & Csizer (1998) and Cheng & Dornyei (2007). The importance of these two researches stems from the fact that they showed that some motivational strategies are transferable across diverse cultures whereas others are culturally dependent.

In their research, Cheng & Dornyei (2007) used motivational strategies suggested by Dornyei &Csizer (1998) to find out the importance of these strategies to Taiwanese teachers. It compared the results obtained to the results of Dornyei & Csizer (1998) but with Hungarian teachers. The sample consisted of 387 Taiwanese teachers of English. The instruments used were two questionnaires including the same motivational strategies and they were ranked based on their importance and on their frequency. Although the Asian context or culture is different from the Western context, some of the results in both researches coincide. This shows that some motivational strategies are transferable across diverse cultural contexts. However, there were some dissimilarities between the Taiwanese and the Hungarian findings showing the impact of culture on the use of some motivational strategies. The strategies that coincide with the two groups are displaying motivating teacher behavior, promoting learners’ self-confidence, creating a pleasant classroom climate and presenting tasks properly. The differences were; the Hungarian valued promoting learners’ autonomy more than the Taiwanese did whereas the Taiwanese valued the appreciation of effort in the learning process more than the Hungarian. These results emphasized the researchers’ belief that not all motivational techniques can be applied or used in all contexts “culture-specific variables such as the learners’ approach to learning, the teachers’ teaching methods and ideologies as well as the contextual reality of different learning environments may render some techniques highly effective, while others less useful” (Cheng & Dornyei, 2007, p. 155 and Ruesch et al.2012).

The following four research papers considered both teachers and students’ perspectives in

dealing with classroom motivational strategies. To start with, Guilloteaux & Dornyei (2008) used different research instruments; a student questionnaire, observation instrument and teacher evaluation scale to find out the relationship between the motivational strategies use and student motivation in South Korea. The sample consisted of 27 teachers and more than 1,300 students. The research result was that student motivation is related to the teacher's motivational practice.

Moskovsky & Alrabai (2009) is a very important research as it is the one that the researcher could find tackling secondary and university Saudi students' perceptions of intrinsic motivation to learn English as a foreign language. The instrument used was a structured questionnaire administered to 55 Saudi learners. The items of the questionnaire tackled mainly intrinsic motivation in addition to some items on instrumental and integrative motivation. SPSS statistical analyses such as mean and standard deviation were used. Other factors such as age and gender were considered in the analysis of data to find whether there is a correlation between them and the type of motivation adopted by learners. It was found out that Saudi learners have a very high level of motivation and positive attitude towards learning the language. Also, instrumental motivation plays a more prominent role than integrative motivation. There is no significant difference shown in the data based on the difference in gender or age between participants and the type of motivation they adopt. This positive attitude towards learning the English language can be exploited by teachers for better results of students. Teachers, as advocated by researchers, can make use of learners' knowledge of the advantages of learning English as a foreign language on all aspects of life, encourage learners to be competitive and allow them to show their achievement, involve them in the activities, use group and pair work, make use of learners' curiosity about the language and its culture, cater for their age and gender differences, and reinforce students' sense of accomplishment. Researchers concluded by saying that Saudi learners have "dormant reserves of motivation" (p.7) which in more favorable conditions can yield better learning results. Further reference to this research's results will be in the discussion section.

The empirical research of Sugita & Takeuchi (2010) was on motivational strategies in English as a foreign language at the lower secondary school level. Fifteen motivational strategies were used as the basis of a questionnaire given to five Japanese teachers and their one hundred - ninety students. When comparing teachers' and students' data, it was found out that frequent use of motivational strategies does not necessarily mean their effectiveness. In addition, it was found out that students' perception of effective motivational strategies was different depending on their proficiency level; a fact which is asserted also by Dornyei (2001b).

The main aim of Ruesch et al. (2012)'s research was to find out the differences between student and teacher ratings of a previously developed list of motivational strategies in North America. These rankings were compared to those of teachers in both Dornyei & Csizer (1998) of the Hungarian teachers and Cheng & Dornyei (2007) of the Taiwanese teachers. It was found out that three strategies were ranked differently in the teachers and students' lists. They are effort, task and comparison to others. Students gave task a high ranking than teachers did whereas they gave comparison to others and effort lower ranking. This research stresses the

fact that students' perception to motivational strategies is very important especially with those strategies that are culturally dependent. It also supports the results of the other two researches in that the relationship between teachers and students and the classroom climate influence learners' motivations and that not all motivational strategies have the same importance in all contexts. The final outcome is that teachers should focus on setting a positive example to students, building a solid rapport with students, creating a relaxed atmosphere and making sure that students properly understand the tasks.

Astuti (2013) conducted a qualitative research using a case study method; two case studies in Indonesian High schools. One case study was in an international standard high school and the other was in a local high school. Astuti's aim of research was to explore Indonesian teachers' and students' perceptions of motivational strategies. The techniques used included semi-structured interviews, classroom observations, stimulated recalls, and focus groups. The data gathered were transcribed, coded and themes were identified and analyzed in relation to Dornyei's (2001) framework. Implications of this research are a) the teacher is a motivating factor which is more major than other factors such as teaching materials, teaching strategies, and classroom management b) the fourth phase of Dornyei's cycle of motivational teaching strategies needs to be worked on by teachers to motivate students to evaluate their own learning and look positively at the learning experience c) the relaxing and encouraging atmosphere in the classroom is very important in raising students' motivation.

Solak & Bayar (2014) investigated the effect of gender, years of teaching experience, types of schools served and the state of attendance abroad on the use of motivational strategies by non-native English teachers in Turkey. The same was a group of 122 non-native English teachers of both sexes and with teaching experience range, serving in universities and schools and some travelled abroad and some didn't. The results showed average use of all motivational strategies and that there is no significant difference between motivational strategy use and gender, years of experience, types of school served and the state of attendance abroad. Furthermore, there is a significant difference between gender and proper teacher behavior, recognition of students' efforts, promotion of learners' self-confidence and promoting learner autonomy.

Dornyei & Csizer (1998)'s ten commandments for motivating students are crucially important in this research as they form the basis for the questionnaires used in this research. These commandments are as follows:

1. Set a personal example with your behavior (Teacher)
2. Create a pleasant, relaxed atmosphere in the classroom (Climate)
3. Present the tasks properly (Task)
4. Develop a good relationship with the learners (Rapport)
5. Increase the learners' linguistic self-confidence (Goal)
6. Make the language classes interesting (Interest)

7. Promote learner autonomy (Learner-autonomy)
8. Personalize the learning process (Personal- relevance)
9. Increase the learners' goal –orientedness (Goal)
10. Familiarize learners with the target language culture (Culture)

Although these strategies were based on the responses of the Hungarian teachers regarding the most important and frequently used strategies, the researcher stressed the fact that these strategies are not absolute but general as each class is dynamic and has its diverse learning context which is influenced by the personality of teachers and learners. Therefore, there is a need to check the validity and suitability of these strategies in the Saudi context as Cheng & Dornyei (2007) believe some strategies are transferable across cultures and some are culture-specific or culture- dependent. Furthermore, "...intuitive appeal without empirical evidence is not enough to justify strong claims in favor of the use of such strategies."(p. 155)

This research is conducted to investigate the perceptions of teachers and students as regards to ten MSs proposed by Dornyei & Csizer (1998) for motivating students. Based on the results, two lists of MSs for teachers and students will be produced and inferences will be highlighted or reached. The value of this research lies in that it reflects teachers and students' perceptions in a Saudi classroom situation. Also, the short sets of motivational strategies arranged in order of importance as seen by teachers and students will make the concept of motivating Saudi university students more manageable and provide a guide to who have never experienced teaching in this context before.

3. Methodology

The present research is an empirical research using quantitative methods to collect or gather data. A structured survey on a large scale of a random sample of teachers and students was conducted.

The populations are English language teachers teaching English as a foreign Language to preparatory year students and Saudi female Students in the preparatory year program at Saudi Universities. The random sample consisted of 44 teachers and 165 students who volunteered to participate in the study.

The faculty sample (44) reflect all faculty of ELI as the sample was varied including native and non-native speakers of English, various teaching experience and both Saudis and Non-Saudis. Teachers' demographic data are represented in the following tables 1&2 below.

Instruments used to gather data are two identical questionnaires; one in English for teachers and one in Arabic for students. The aim of administering the questionnaires is to gather data regarding the importance given to the same set of the ten commandments or motivational strategies proposed by Dornyei & Csizer (1989) for motivating learners but changed the cultural context in which the survey was administered; Saudi Arabia, and added the perspectives of foreign language learners. Teachers value each strategy as regards to its

importance in class and students as its usefulness in raising their motivation. The English questionnaire used in this study is provided in Appendix 1.

In each questionnaire which included 10 items, participants were asked to rank each item or strategy according to its importance in raising motivation. They had to select one of five possible options assigned the numerical values ranging from 1 to 5 as follows:

Ineffective =1

Somewhat effective=2

Moderately effective=3

Effective=4

Very effective=5

Teachers' wide range of teaching experience and their various nationalities can be shown in the following tables:

Table 1. Teachers' years of experience

Range	Number	Percentage
3+	6	13.6
10+	19	43.2
20+	19	43.2
Total	44	100%

Table 2. Teachers' nationalities

Nationality	Number	Percentage
Saudi	5	11.6
American	6	14
Tunisian	4	9.3
Egyptian	14	32.6
Pakistani	2	4.7
Jordanian	4	9.3
Canadian	1	2.3
Indian	5	11.6
Yemini	1	2.3
British	1	2.3
Arab	1	2.3
Total	44	100%

As for students, the large sample of students (165) reflects/ represents all ELI students as they were students from different levels (102,103, and 104) students of 101 are rare in the fourth

module of the second semester when this questionnaire was administered.

Table 3. Number of students in levels

Level	Number of Ss	Percentage
101	0	0
102	15	9.1
103	33	20.1
104	116	70.7
Total	164*	100%

*One student completed the whole questionnaire but she forgot to write her level so the total number of students is here 164.

The sample of students' proficiency level can be shown by their grades of previous level. 10 students filled the questionnaire but did not mention their grades of the previous level; maybe they are shy as they failed this level before. Those 10 students were deducted from the numbers and percentages in the following table. Also, 2 students wrote they were repeating level 3.

Table 4. The proficiency level of students

Grades	Number	Percentage
A	12	7.74
B	40	25.80
C	63	40.64
D	38	24.52
F	2	1.3
Total	155	100%

As shown from the above student tables, the sample of student participants are so varied representing all levels in Module 4, second semester. Their proficiency level is also typical of ELI classes that include students of different levels. Grades are varied A, B, C and D in addition to some repeaters. Therefore, the sample participants, as varied as they are, represent the population they are taken from and the results of this research can be generalized to reflect strategies used by English Language teachers and valued by Saudi female preparatory year students.

3.1 Procedures

Teachers were contacted by email to get their informed consent to participate in this research. Then/ subsequently, the link of the questionnaire was sent to them. For students, the Arabic questionnaire was given to colleagues to revise and check whether it can be easily understood by students and as a result some wordings were replaced and more simple sentence structures used.

Prior to the administration of the questionnaire to students, they were provided with comprehensive information about all aspects of the research project including its objective

and its benefit to them and to future students. Participants were provided with enough instruction about how to complete the questionnaire. 10 out of 165 student participants (.06) responded to all questionnaire items but they did not mention their score in the previous English level.

The method used to collect data was on-line Google questionnaires for teachers and paper-based questionnaire for students to ensure that students will return the filled questionnaires and also to ensure the participation of large number of students. The researcher administered the questionnaires and started with familiarizing students with the strategies to ensure their comprehension of all questionnaire items. Later, student responses were inserted manually into the questionnaire Google form created for this purpose to obtain descriptive statistics.

3.2 Data Procedure

The data collected from the questionnaires is analyzed by SPSS for descriptive statistics. For each strategy, the mean, standard deviation, and mean percentage were calculated to show teachers and students' perceptions of MSs and to help in raking them. The data for the open-ended questions were revised manually for common themes. For teachers and students' responses to the open –ended question, check Appendix 2.

4. Results

4.1 Research Question1

Do teachers and students have different perspectives as regards to the effectiveness of the used classroom motivational strategies?

In order to answer the above question, the mean of teachers' and students' responses to each statement of the ten MSs in the questionnaires helped to rank-order these strategies from their perspectives yielding two separate lists of MSs ranked from the most to the least effective. Comparing these two lists in addition to considering teachers and students' answers to the open ended question will fully answer this research question.

Table 5. Statistical Analysis of Teachers' Responses

#	Statements	N	Std. Dev.	Means	Mean %	Mean Level
1	Develop a good relationship with the learners	44	0.32	4.89	98%	High
2	Present the tasks properly	44	0.35	4.86	97%	High
2	Make the language classes interesting by using interesting tasks and topics.	44	0.41	4.86	97%	High
3	Create a pleasant, relaxed atmosphere in the classroom.	44	0.43	4.84	97%	High

4	Increase the learners' linguistics self-confidence by giving positive feedback.	44	0.39	4.82	96%	High
5	Personalize the learning process by choosing topics that students can relate to.	44	0.41	4.80	96%	High
6	Promote learner autonomy by appreciating learners' questions and creative ideas.	44	0.48	4.77	95%	High
7	Set a personal example with your own behavior	44	0.69	4.59	92%	High
8	Increase the learners' goal-orientedness by emphasizing the goal for learning English and its positive effect for students' lives.	44	0.63	4.55	91%	High
9	Familiarize learners with the target language culture by using authentic materials like journals, magazines, films and ads to convey language and meaning together.	44	0.82	4.48	90%	High
	OVERALL	44	0.49	4.75	0.95	High

Table 6. Statistical Analysis of Students' Responses

#	Statements	N	Std. Dev.	Means	Mean %	Mean Level
1	Teacher set a personal example with her own behavior.	165	0.85	4.45	89%	High
2	Increase the learners' linguistics self-confidence by giving positive feedback.	165	0.83	4.41	88%	High
3	Develop a good relationship with the learners by showing interest and respect	165	0.94	4.31	86%	High
4	Create a pleasant, relaxed atmosphere in the class by the use of jokes and educational games.	165	0.99	4.05	81%	High
5	Present the tasks properly by giving clear instructions and by explaining the goal for using them.	165	1.10	4.01	80%	High
6	Make the language classes interesting by using interesting tasks and topics.	165	1.17	3.73	75%	High

7	Promote learner autonomy by appreciating learners' questions and creative ideas.	165	1.12	3.62	72%	High
7	Increase the learners' goal-orientedness by emphasizing the goal for learning English and its positive effect for students' lives.	165	1.17	3.62	72%	High
8	Personalize the learning process by choosing topics that students can relate to.	165	1.13	3.50	70%	High
9	Familiarize learners with the target language culture by using authentic materials like journals, magazines, films and ads to convey language and meaning together.	165	1.30	3.35	67%	High
	OVERALL	165	1.06	3.90	0.78	High

As shown from the above tables, the teachers' very high estimate of all the ten MSs can be shown from their high mean of all strategies. Also, students' positive attitude towards the MSs and towards learning the language in general can be detected from their high means and from their responses to the open-ended question.

Besides, there is a positive correlation between teachers' and students' perceptions regarding the most effective and the least motivating strategies. Four of the first five strategies; "Develop a good relationship with the learners by showing interest and respect" (rapport), "Create a pleasant, relaxed atmosphere in the class by the use of jokes and educational games" (climate), "Present the tasks properly by giving clear instructions and by explaining the goal for using them" (task), and "Increase the learners' goal-orientedness by emphasizing the goal for learning English and its positive effect for students' lives" (self-confidence), are the same in both teachers and students' lists but in different rank-order. Also, the least motivating strategies are the same in both lists which are "Increase the learners' goal-orientedness by emphasizing the goal for learning English and its positive effect for students' lives" (goal), "Familiarize learners with the target language culture by using authentic materials like journals, magazines, films and ads to convey language and meaning together" (culture).

However, there are some discrepancies between both teachers and students' perspectives. For example, teachers value "developing a good relationship with learners" (rapport) more than they value "Setting a personal example with their behavior" (personal example) as a strategy to motivate learners. On the other hand, students value teachers' personal positive example "Setting a personal example with their behavior" more than the good relationship with the teacher. Personal example came first in students' list whereas it came the seventh in teachers' list. Furthermore, "present the task properly" (task) came second in the teachers' list whereas it came fifth in the students'. So, it can be clearly stated that students value teachers' personal

example, building their self-confidence, teacher's rapport and classroom climate more than they value the proper presentation of the task which came second in importance in the teachers' list. Importantly still, personal relevance of the topic "Personalize the learning process by choosing topics that students can relate to" is valued higher in the teachers' list if compared to the students' list.

In their responses to the open-ended question, teachers advocated the use of MSs that some of them can fall under the same macro- motivational strategies mentioned in the questionnaire. They stressed a) the importance of the role played by teachers in the classroom (rapport) (5) "I showed them that I cared about their well-being and academic success", "showing genuine care pertaining students' learning", "Maintaining a friendly relationship with students" (3), b) the use of technology (6), c) the creation of an enjoyable atmosphere by the use of "games"(3), d) fostering learners' autonomy "choose some topics to be discussed", "involve the learners' in teaching", "assign students some responsibilities in class", "involve them in project work", c) the care for students' level, needs and learning styles and d) setting rules in class.

As for students, their input to the open-ended question regarding other MSs that motivated them was grouped into categories as follows:

- Long hours spent in class: "break every 40 minutes", "fifteen minutes break", "reduce the number of hours", "finish the course hastily and appropriately", "make it short and to the point", and "divide the class into interactive groups to let time pass".
- Use of technology: "what Sapp groups", "mobile apps", and "internet exercises".
- Exam issues: "revision before test" (2), "making tests easy" (2), "clear test questions", "help in exams".
- Interesting class atmosphere: "games (2) and activities", "interesting films and videos", "using grammar power points", "competitions between groups" (3), and "educational activities".
- Learner autonomy: "students teach previously taught lessons", "acceptance of questions by students".
- Linguistics self-confidence: "positive feedback".
- Personalize the learning situation: "the teacher tells stories from her life that are related to the lesson", "mention stories outside the book that are similar to the topic in the book".
- Rapport: "teacher treated us like her sisters", "teachers' style".
- Vocabulary: "Arabic translation" (2), "vocabulary in an interesting way", "there should be a competition in vocabulary".
- Learning styles: "not all students like group work", "Teachers treat students according to their preferences".

- Teacher centered approach: “solve exercise on board”, “authority”, “withdrawal of mobiles in the class”, “teacher choses students randomly to answer questions”, “teacher joins students in a what Sapp group”, “ Arabic translation of vocabulary”, “competitions between students before tests to check whether they studied well or not”, “teacher’s guidance”.
- Goal orientedness: “English should be our mother tongue”.

4.2 Research Question 2

What are the effectively used motivational strategies in the Saudi context?

To answer this question, the mean of a particular questionnaire item was used to measure the relative value of each strategy; a higher mean indicates a higher level of value. As a result, the top five strategies from the teachers’ perspectives as exhibited in table 5 are:

- “Develop a good relationship” (rapport),
- “Present the tasks properly” (task),
- “Make the language classes interesting by using interesting tasks and topics” (interest),
- “Create a pleasant, relaxed atmosphere in the class by the use of jokes and educational games” (climate),
- “Increase the learners' goal-orientedness by emphasizing the goal for learning English and its positive effect for students' lives” (self-confidence), and
- “Personalize the learning process by choosing topics that students can relate to” (personal relevance).

It is worth noting that the second and third strategies in the teachers’ list were given the same importance in motivating learners (mean= 4.86).

From the students’ perspectives, four of the above mentioned five most important strategies for teachers are present in the students’ list of most effective five strategies but they were in different rank order. These are self-confidence, rapport, climate and task. The teacher’s personal example was given the highest mean (4.45) in the students’ list.

4.3 Research Question 3

What are the motivational strategies that are specific to the Saudi context?

A comparison between this research and other research results is used to answer this question. In this respect, teachers and students’ perceptions are compared to those of the Hungarian, Taiwanese and North American teachers in Dornyei & Csizer (1998), Cheng & Dornyei (2007) and Ruesch et al. (2012) respectively. Table 7 below illustrates the results of these research papers as follows:

Table 7. Results of ranking of MSs in this research and in Dornyei & Csizer (1998), Cheng & Dornyei (2007) and Ruesch et al. (2012)

MSs	teachers' rank (Current research)	Hungarian teachers (Dornyei & Csizer)	Taiwanese teachers (Cheng & Dornyei)	North American students (Ruesch et al.)	Saudi student (Current research)
Rapport	1	1,4	1	2	3
Task	2	3	5	4	5
Interest	2	6	7	7	6
Climate	3	2	4	3	4
Self-confidence	4	9	6	5	2
Personal relevance	5	8	-	6	8
Autonomy	6	7	10	9	7
Teacher	7	1	1	1	1
Goal	8	9	6	12	7
Culture	9	10	8	14	9

As table 7 shows, there is a similarity between teachers' perceptions in this research and the perceptions of the other three groups of teachers as three strategies ranked high by all four groups: rapport, task, and climate. This finding is supported by Dornyei & Csizer (1989) who find these strategies as universally motivating or culture free. However, setting a personal example (teacher), and making the language classes interesting by using interesting tasks and topics (interest) are culture specific as the second strategy ranked higher and the first strategy ranked lower in this research (seventh in rank).

Comparing Saudi students' list to the North American students' list, it was found that some strategies are also transferable across cultures such as teacher, rapport, climate, and task. Other strategies like self –confidence, autonomy and personalization are cultural specific. Saudi students ranked self-confidence second in their list, autonomy is also valued in their list higher than North American students' list but personal relevance is ranked lower in the Saudi list.

4. Discussion

The factors that affect the use of motivational strategies are as Cheng & Dornyei (2007) put them:

1. Learners' approach to learning
2. The teachers' teaching methods and ideologies
3. The contextual reality of different learning environment.

The above factors give the rationale to why some MSs are highly effective while others are less useful in a given context and can also explain the difference between teachers and students' perceptions. Saudi learners' preference of the traditional role of the teacher as the provider of knowledge, help and guidance exceeds their perspectives of themselves as autonomous learners. This finding is asserted from the value given to the (teacher) and (rapport) versus the lower rank given to (autonomy). This finding agrees with Moskovsky & Alarabai (2009)'s idea "foreign language teaching remains a fairly teacher-centered process which rarely (if ever) involves activities promoting independent autonomous learning" (p. 6). Besides, three of the first five top strategies in the students' list depend on the teacher's role or behavior in the classroom which are the (teacher), (rapport) and (climate). From students' perspectives, teachers can do a lot to initiate their motivation "the teachers themselves are one crucial aspect in boosting the students' motivation in learning the language" (Astuti, 2013, p.28). Teachers' motivational practice positively affects students' motivation (Guilloteaux & Dornyei, 2008). Dornyei (1994) argues that the most prominent model in the classroom is the teacher. Sugita (2010) assures also "What teachers do is therefore the key determinant for motivating language learners" (p.22). This student perspective reflects students' approach to learning which is a culturally - dependent factor.

Interestingly enough, teachers in this research gave this strategy (teacher) a lower rank or value maybe due to the fact that they cannot perceive how students looked at them and valued their influence or they are afraid of the fact that students might break the boundaries between friendship and respect. They put "Develop a good relationship with students" (rapport) instead as the most important strategy to raise students' motivation. This accords with Rogers as quoted in Dornyei & Csizer (1998) "a great deal of the students' learning effort is energized by the affiliative motive to please the teacher, and a good rapport between the teacher and the student is a basic requirement in any modern, student-centered approach to education" (p.216). Due to the fact that these two strategies are linked, further research is needed to explore more reasons for teachers' low ranking of (teacher) versus top ranking of (rapport) strategies.

Students gave more important role in education to the positive feedback than teachers did as a way to increase their linguistic self - confidence. The negative feedback can lead to and act as a barrier between students and success as a result of student sensitivity and lack of confidence in learning a foreign language.

Presenting the task properly (task) was ranked second in the teachers' list which indicates its importance in raising motivation. Dornyei & Csizer (1998) assure "the way teachers present a task is a powerful tool in raising students' interest in the activity" (p.215). This result is similar to the results of the Taiwanese and Hungarian students in which this strategy was ranked third among strategies. "There is no doubt that the way the teacher presents the learning tasks bears a strong effect on how the students perceive the assigned activity" (Cheng & Dornyei, 2007, p.162). Instructional clarity is essential to arouse student motivation.

Making the language classes interesting by using interesting tasks and topics (interest) came

also second in teachers' rank which reflects teachers' belief that making the learning task stimulating and properly presented has a wide effect on student motivation. According to Cheng & Dornyei (2007), "Humans are willing to invest a considerable amount of time and energy in activities that interest them" (p.163). Enjoyment in the classroom by using interesting activities raises students' intrinsic motivation (Moskovsky&Alrabai, (2009). This finding does not coincide with both Hungarian and Taiwanese results as this strategy was ranked low. However, their ranking is similar to students' ranking in this research as it was ranked fifth in importance. There is a difference between both teachers' and students' perspectives as regards to this strategy. For students, presenting the task properly is more important and comes first in order for them to be interested in tasks and topics.

Creating a pleasant, relaxed atmosphere in the classroom is ranked third in the teachers' list of motivational strategies. This importance given to this strategy agrees with the results of the Hungarian students (Dornyei & Csizer, 1998) in a reflection of its importance in language learning. The secure learning environment advocates students' learning motivation and achievement. To students, creating a pleasant, relaxed atmosphere in the classroom is more important than using interesting tasks as the first strategy has a more durable effect than the other; the interesting task can last for few minutes and covers one language point whereas the class' pleasant and relaxed atmosphere is more permanent and helps learning in all its aspects.

Increasing the learners' goal-orientedness by emphasizing the goal for learning English and its positive effect for students' lives was ranked low as a motivating strategy in the teachers list which is similar to Hungarian teachers. This lower rank was explained by Cheng & Dornyei (2007, p.163) "English teachers are either entirely sure about the value of setting learner goals or have difficulty in putting this strategy into practice in their teaching contexts." Equally important, "A lack of recognition of the utility of goal setting may also be due to the fact that language teachers often believe that the official curricula outline a set of institutional objectives that are readily servable" (p.163). For both teachers and students, the ultimate and short term goal is to pass the test.

Promoting learner autonomy is ranked seventh in the students' list and sixth in the teachers'. This strategy is ranked lower (tenth) in Cheng & Dornyei (2007) and (seventh) in Dornyei & Csizer (1998). This low rank is explained by Warden and Lin as quoted in Cheng & Dornyei (2007) "in countries with a history of obedience to authority, a teacher is not seen as a facilitator but as a presenter of knowledge" (p.164). It was concluded by Cheng & Dornyei (2007) "while autonomy is widely accepted as an educational goal, advocates of autonomy in learning are aware that education often does little to provide learners with the opportunity to exercise autonomy in the practice of learning"(p.164).

Students' high value of MSs in general and their eagerness to provide their insights for a more motivating environment in their responses to the open ended question are reflections of their high level of motivation towards learning the language. This finding accords with Moskovsky & Alrabai (2009).

As shown from the above discussion, it can be said that MSs are culturally dependent and at the same time are culturally free. Some strategies are culture free; Dornyei and Csizer's ten

commencements for motivating students (1998) proved to be highly valued by both teachers and Saudi students. However, these strategies are used in the Saudi context with a different significance given to some strategies due to the different perspectives of both teachers and students of some culturally dependent MSs. Therefore, “preparing both students and teachers for cross-cultural differences could reduce motivational challenges in the language classroom.” (Ruesch et al, 2012, p.21)

The difference in perceptions between different teachers and even between different students from different cultures might be attributed to the difference in cultures and contexts. This difference depends on participants’ beliefs which might be different from other teachers’ beliefs and that each class is dynamic and has its diverse learning context which is influenced by the personality of teachers and learners (Dornyei & Csizer, 1998). It seems that what works for Saudi learners, from teachers’ perspectives, is rapport more than the teacher. The task and interest are almost equally important for them in raising students’ motivation. From the student perspectives, the teacher and self-confidence are at the top of the list.

Others factors might be attributed to this discrepancy between teacher and student perceptions of some motivational strategies. Two of them are explained in Ruesch et al (2012) which are the relatively small number of teachers surveyed as a broader sample size may yield different results and the generational gap between teachers and students. This explanation is still valid in this research.

From students’ responses to the open-ended question, it is worth noting that teachers should value students’ views, a fact which is supported by this research’s objective. They suggested solutions to problems like the long hours spent in class, stressed the importance of the traditional role of the teacher who controls everything, expressed their fear of exams and ways to improve their vocabulary. Students are part and parcel of the learning process which is mainly based on both the teacher and student. Even more, students are the recipients so the techniques they like, methodologies to use to maximize learning and finally solutions to their problems can only be provided by them.

5. Conclusion

The findings of this research support the fact that students and teachers have different perceptions of some motivational strategies especially those that are culture – dependent (Ruesch et al, 2012). Therefore, we need to consider students’ perceptions regarding the motivational strategies that are more effective to them if teachers care to raise their students’ motivation.

Motivational strategies like develop a good relationship with the learners (rapport) , create a pleasant, relaxed atmosphere in the classroom (climate), present the tasks properly (task), and increase the learners’ linguistic self-confidence are almost of the same importance to both teachers and students. Developing a good relationship with the learners (rapport) is more valued by teachers whereas set a personal example with your behavior (teacher) is more valued by students. In addition, self-confidence is more valued by students. Students need to

increase their self-confidence by the positive feedback from teachers. Finally, some strategies are given little attention by both teachers and students such as goal and culture as they seem to have no motivational impact on students due to the lack of time.

Teachers should consider students' perceptions of different matters in the class and make use of them to solve problems and to establish classroom rules. They have to emphasize the importance of setting an example with their own behavior and increasing their students' self-confidence by giving positive-feedback.

As Saudi students still value the great role of the teacher in class and undermine their abilities as autonomous and independent learners, engaging them in interesting and challenging tasks will help them become more active and more independent (Moskovsky & Alrabai, 2009).

6. Practical Applications and Recommendations

Based on the results of the study a group of practical applications and recommendations can be drawn. The practical applications are:

1. Saudi students' suggested strategies and teaching techniques in respond to the open ended question can be utilized by teachers and educators to exploit students' overall positive attitude towards motivation
2. Teachers should pay more attention to themselves as personal examples and role models to their students as this has proven to be the most motivating aspect or strategy that the teacher can use.
3. Developing a good relationship is almost equally important to both teachers and students.
4. Giving positive feedback is needed by students to increase their self-confidence.
5. Empowering learners with motivation awareness, the knowledge of how to raise motivation and the skills needed to motivate themselves will help learners have motivation no matter what are the circumstances they are in. (Dornyei 2001b, p.53)

The present research follows the traditional quantitative research methodology using one method in data collection; questionnaire. More comprehensive results can be achieved by more future research or a combination of both qualitative and quantitative methods. This is supported by Dornyei (2001a) who believes that "Interpretive techniques such as in –depth interviews or case studies are in many ways better situated to explore the internal dynamics of the intricate and multi-level construct of student motivation than quantitative methods, and the richness of qualitative data may also provide slants on old questions." (p.49)

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Appendix

Appendix 1. Teacher Motivation Questionnaire

Dear colleagues, this questionnaire is for collecting your opinions as regards to the effectiveness of the use of the following motivational strategies in your classrooms. The data gathered from this questionnaire will be used in a research paper about the effectiveness of the use of ten motivational strategies in Saudi classrooms. Your input is really needed and your effort is really appreciated as the results of this research will help us to have more student-teacher interaction in our classrooms.

Kindly, rank the following motivational strategies according to their effectiveness for motivating your students even if you didn't use any of them. Please note that (1) is ineffective, (2) is somewhat effective, (3) is moderately effective, (4) is effective, (5) is very effective.

1. Set a personal example with your own behaviour.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistics self-confidence by giving positive feedback.
6. Make the language classes interesting by using interesting tasks and topics.
7. Promote learner autonomy by appreciating learners' questions and creative ideas.
8. Personalize the learning process by choosing topics that students can relate to.
9. Increase the learners' goal-orientedness by emphasizing the goal for learning English and its positive effect for students' lives.
10. Familiarize learners with the target language culture by using authentic materials.
11. Mention any other motivational strategies that you used other than the ones listed above and found motivating with the students? and Why?

Demographic Data

1. Years of experience as a teacher
2. Nationality

Appendix 2. Teachers' responses to the open ended question

Mention any other motivational strategies that you used other than the ones listed above and found motivating with the students? and why?

1. Games and corrective feedback as they guide the students indirectly
2. I showed them that I cared about their well-being and their academic success. I

wanted their trust and gained more motivation from the students therefore resulting in more passes. They found that if they put in the work, they'd be rewarded with better knowledge of the English language leading to a positive outcome in the class.

3. Establish effective rules and procedures to develop a positive mental set which will encourage the students to be fully active and involved in the learning process.
4. Using videos and authentic materials proved to be very effective. They increase students' motivation.
5. "Group work is also a motivational strategy. Students interact each other and work in collaboration."
6. Make the students like the subject itself and then use all the other strategies. Once they like what they are doing ,we can expect a great motivation for learning
7. Not in Saudi Arabia but other countries = Film making: it's authentic and fun
8. Make students believe in themselves and choose some topics to be discussed.
9. Using technology and educational apps because we are living in a world of technology.
10. "Taking the students' needs into consideration before preparing lesson plans. Involving the learners in the teaching and learning process by applying active teaching technique in which the learner is the center of teaching i.e. Look up and say technique, group work, pair work, games onion rings etc.
11. Depending on the level and proficiency of the students, most seemed to appreciate explicit instruction with examples followed by activities which they could do either individually or in pairs.
12. Showing genuine care pertaining students' learning
13. Using technology
14. Using technology and social media.
15. Using electronic ways
16. Suggest platforms that use L2 for students communication
17. Employing effective error correction strategies
18. One of the most motivating activities is using games in the classroom.
19. Using technology
20. Using the online learning platform, Blackboard
21. Make the syllabus relevant to the ss needs
22. The use of up to date technologies changes the traditional environment

23. Maintaining a friendly relationship with students.
24. Games and competitive digital activities
25. "Vary activities to accommodate different learning style preferences and types of intelligence.
26. Explain why we are doing certain activities (identify the end goal)"
27. Group work because they learn to work together.
28. Set activities in forms of competition. 2. Giving extra marks for those who complete tasks correctly.
29. Assign students some responsibilities in the classroom. For example, let students with a higher level of English to help weaker ones. You can also let the work on a project and tells that they are getting extra marks for completing he project. By doing this you are increasing their motive to learn and you also allow them feel responsible to learn.
30. In my opinion, teaching our students outdoor as I did before especially in speaking and discussion or practicing grammar once a week is better than in the class all days.
31. Maintaining a friendly relationship with students.
32. Eliciting some input from students in regards to course content
33. To involve them in a project work and assign them different roles. Make them accomplish and praise their efforts.
34. Modifying material to cater for students' level.
35. Be available for extra academic support
36. Maintaining a friendly relationship with students.

Students' responses to the open ended question: mention any other motivational strategies that you used other than the ones listed above and found motivating with the students? and why?

1. Solve exercises on board, teacher withdrawal of mobiles in the classroom, bring a notebook for important things in the lecture
2. Give a break every 40 minutes to renew energy
3. Competitions, work in groups, internet exercises that we solve together
4. Teacher chooses students randomly to answer questions, educational activities
5. The teacher tells stories from her life related to the lesson
6. Five minutes break. Mention stories outside the book that are similar to the topic in the book.
7. The teacher's joining of students'whatsapp group has a positive effect in the

- development and sustainability of learning
8. Finish the course hastily and appropriately
 9. Games and activities
 10. Reduce the time of the lecture
 11. Teacher treated us like her sisters
 12. Develop confidence in students that they can use the language through positive feedback
 13. Teacher's style
 14. Arabic translation of vocabulary
 15. The use of technology in education
 16. Make it short and to the point
 17. Games
 18. Students teach previously taught lessons
 19. Interesting films and videos using grammar points
 20. Allocate specified time to leave the classroom- help from the teacher
 21. Revision before tests- making tests easy
 22. Competitions between groups
 23. Reduce class time range 2-3 hours
 24. Divide the class into interactive groups to let the time pass
 25. Using mobile apps to support curriculum
 26. Revision before tests
 27. Competitions between students before tests to check whether they studied well or not
 28. Explain vocabulary in an interesting way
 29. Fifteen minutes break in the middle of the class to renew energy
 30. Easy tests and clear test questions
 31. Not all students like group work. Teachers treat students according to their preferences
 32. There should be a competition in vocabulary
 33. Translation of difficult words into Arabic
 34. Help in exams

35. Teacher's guidance and acceptance of questions by students
36. Make it short and to the point
37. Few minutes break and reduce the number of hours
38. English should be our mother tongue

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