



Factors Affecting Teachers and Learners Motivation for Learning English Language

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Abstract:

Examining the motivation of both teachers and learners during English language acquisition is important as the lower level of motivation can result in poor and ineffective learning process. The study followed a qualitative and exploratory research methodology and presented a questionnaire to a total of 70 participants (30 teachers and 40 students) from different centers of English learning in Riyadh, KSA. Quantitative data analysis shows that the most important factors which affect learner motivation are a source of pride for parents, socioeconomic background and the role of teacher. The most important factors which affect teachers' motivation are positive attitude and involvement, lack of information and feeling interest in new technologies. These findings can be useful for both learners as well as foreign language teachers in Saudi Arabia and can help to enhance mutual English learning and teaching experience.

Keywords: motivation, English, learning, teachers, students



1. Introduction

Research on motivation in language acquisition has been a subject of growing concern as confirmed by the numerous texts emerged in the last decade. According to Schunk, Pintrich and Meece (2008, p.162), *"motivation is a generic term that applies to a series of impulses, desires, needs, desires and forces by which an organism carries out a particular activity."* However, the definition of the concept varies as most of the studies on motivation in language acquisition employ terms such as desires, stimuli, incentives, impulses, interests or needs, states or internal processes that interrelate with exterior factors may be induced by them (Dörnyei, 1990; Williams, 1994; Kormos & Csizér, 2008; Gardner, 2014). In general, they conceptualize motivation as a changing and dynamic process that generates, maintains and directs a goal-oriented behavior.

Over time, there have been many authors who have dealt with this issue investigating what factors could encourage the students to feel much more motivated in their classes and during the language acquisition (Schunk, Pintrich & Meece, 2008; Gardner, 2014); thus, promoting English language learning at all levels of education. Language is the channel of social interaction, system of codes that are correlated with the subject's personality, so the attainment of a different language creates an impact on the learner's personality (Schmidt & Watanabe, 2001). English as a foreign language can be the medium to express opinions, feelings, desires inhibited by the own language culture. Acquisition of English is significant owing to its importance in terms of international relations and scientific production (Gardner, 2014).

Accordingly, motivation is an essential factor for the development of any task; hence, for this work, we consider how it affects not only the students, but also the teachers during the teaching of English language. Traditionally, most of the previous studies paid attention to the motivation of the students and very few studies focused on motivation of teachers.

Examining motivation of both teachers and learners during English language acquisition is important as lower level of motivation can result in poor and ineffective learning process. The loss of motivation can be caused by a series of both external and internal factors (Ushida, 2005). Additionally, the study of a language might lead to negative experiences or positive causing conditioned responses (Kormos & Csizér, 2008).



For example, a student with negative experiences in contact with foreign people reveals, in general, a greater lack of motivation and a version to learning one language than another subject with positive experiences in relations with foreigners. Djigunović (2006) states that it would be incorrect to think that the mechanisms of motivation act on all apprentices equally, because individuals differ in their interests, motives and emotional qualities. Therefore, in the context of the classroom, the teacher who is interested in the incidence of these two factors and in the processes of learning will have to take into account individual differences.

2. Research Objectives

The motivation of the foreign language teacher has an undoubted influence on the development of learning by students. Likewise, learners' motivation is equally important in language acquisition. Therefore, considering the lack of information on the subject, this will certainly guide us to know the factors that might influence the motivation of foreign language teachers and learners in the city of Riyadh, KSA.

3. Research Question

What factors influence the motivation of teachers and learners of English as a foreign language?

4. Literature Review

The following section conducts the review of literature on motivation as a concept, student motivation, teacher motivations, intrinsic and extrinsic factors that might influence English language acquisition.

4.1. Motivation

Dörnyei (1990) defined motivation as the set of external factors and internal ones that determine in part the actions of a person. According to Gagné and Deci (2005, p.19), this term comes from the Latin verb "movere" which means "*move, set in motion or be ready to something*". Schunk, Pintrich and Meece (2008) indicated that the motivation is one of the most important explanatory features of human behavior regarding the *why* of behavior that is how a person will initiate an action to achieve a proposed objective or goal and not to stop until it has been reached.



Oxford (1996) regarded motivation as a critical, vital aspect of which learners are completely involved in the process of learning. Lasagabaster (2017) considered that motivation plays a fundamental role in learning since it can offer us explanations of the results that are found in the learners' questions such as: Why are there students who achieve remarkable success in a foreign language? Or Why do interest and attitudes influence learning of a foreign language? As can be seen, the relationship between motivation and success in any aspect is evident. Carreira (2011) stated that for a subject to function properly, it is important to make the student feel totally interested in the subject and this can only be achieved by enhancing and considering motivation.

4.2. *Learner's motivation*

Over the years, literature identified two types of motivation: positive and negative (Dörnyei, 1990; Gagné & Deci, 2005; Schunk, Pintrich & Meece, 2008). Positive motivation seeks to meet the needs once you have reached the goal proposed. In contrast, the negative motivation looks away or avoids all those external situations that are unsatisfactory to the person (Schmidt & Watanabe, 2001). Another classification is intrinsic or extrinsic motivation (Williams, 1994; Schmidt & Watanabe, 2001; Ushida, 2005). On the one hand, intrinsic motivation is characterized by personal satisfaction that the individual will have to perform an action. In contrast, extrinsic motivation includes reinforcements which come from an external element or activity. Ushida (2005) defined it as the work when one performs a task, not for personal interest, but because it leads you to achieve or avoid some external objects.

Therefore, as per the literature, it can be considered that learner motivation may be derived by two types of factors. On the one hand, internal factors will drive the student to do things for the sake of them (Williams, 1994) and secondly, by external factors, such as compensation (Ushida, 2005). Rigby et al. (1992) stated that intrinsic motivation generally leads to better learning experienced by students since this is more motivated, stable and durable. However, extrinsic motivation creates a series of expectations created in the short term and therefore results in less enduring (Rigby et al., 1992).



In the case of intrinsic motivation, Carreira (2011) stated that there are three types. The first focuses on personal satisfaction by learning or understanding something new. The second case is characterized by the motivation of achievement, in which the main role is in personal improvement. Finally, the third one is related to pleasant sensations which takes place when an individual looks for performing a task.

In addition, Carreira (2011) proposed that extrinsic motivation can also be distinguished into four types. The first type is external regulation, in which students need to meet their goals for important people, such as parents or teachers. Fan and Williams (2010) consider that among people who can influence motivation are family, social, peer and teacher. Parents are role models and examples for students. Overall, Fan and Williams (2010) established three family variables that influence motivation, such as: the attitude that parents may have about knowledge and school, the existing affection between parents and children and finally the skills that the family possesses.

The second external factor that influences learner motivation highlighted by Carreira (2011) is the sociocultural and economic backgrounds of families as this performance and student motivation may be affected. Barto (2013) stated that the occupational level of parents and the cultural level greatly influence the student. Thus, students who have a high socio-cultural level will have better incentives, expectations and attitudes towards any goal. Against this, students with low social level will not be motivated.

In reference to the third factor, Carreira (2011) considered that students need support, recognition and appreciation of their peers. A relationship between them must be created that favors understanding and learning, as well as a positive attitude that is characterized by respect and tolerance, which will encourage a student to be more motivated.

Finally, the last factor that favors extrinsic motivation is centered on the personality and role of the teacher. Ushida (2005) stated that the teacher forms an important part inside and outside the classroom that offers students personalized attention to overcome all the difficulties that are presented throughout the learning process as it constitutes a great motivational aspect.



4.3. *Teacher's Motivation*

Anderman, Andrzejewski and Allen (2011) argued that teaching in the recent era demands new knowledge, new skills and new social demands in a very short time. Teaching practice is mainly characterized by high-stress situations that can lead to “burnout syndrome” (Shen et al., 2015). Factors that may influence the motivation of teachers are overworking and deteriorating relationships with co-workers and managers. They arise because of a lack of information, problems with students, educational reforms and decreased social respect for teaching or individual factors among others (Anderman, Andrzejewski and Allen, 2011).

The role of the teacher in the classroom is critical to student learning. Baeten, Dochy and Struyven (2013) believe that because of the positive attitudes, behavior and performance of teachers in the classroom, students may feel more involved in the subject. However, the authors also pointed out that motivation is not activated automatically and is unique to the beginning of the activity or task. It encompasses the entire episode of learning, so students and teachers should deliberately take certain actions before, during and at the end, to persist the learning (Baeten, Dochy and Struyven, 2013).

Carreira (2011) believes that motivated teachers must meet the conditions of enthusiasm for the subject they teach and student progress where both factors offer expectations for student and pave a way for good relationships with students. Those teachers who lack positive attitude and involvement in their profession make them vulnerable to any external factor which can diminish the motivation for teaching.

Lastly, Gardner (2014), pointed out that the teacher who shows a positive attitude should consider three fundamental aspects such as: who, i.e., to understand who has been affected by his past passions and experiences, why, where he/she will reflect on the proposals of his work and, finally, the image or the visual representation of himself/herself.

4.4. *Motivating learners in the classroom*

In order to motivate students for the sake of English language learning, Kormos and Csizér (2008) stated that it is essential to distinguish among three aspects. The first is to create a series of presentation activities. In this regard, this objective targets student's attention and awakens their desire and interest in English language learning.



The second process enhances the involvement of teachers in the learning process which results in creating a relaxed atmosphere where the learner does not feel pressured or forced. The third factor focuses on evaluation, since this process contributes to motivation and demotivation of the student, hence it is important to present clarifications on how they will be evaluated.

Woodrow (2017) stated that for students to feel motivated, it is important that they worry more about learning than about the grades they have obtained. But, also, to be able to motivate them, a series of activities that are novel and attractive can be programmed as per their needs and concerns.

Literature has highlighted that the most influential factor in motivation has to do with the relationship with teachers (Oxford, 1996; Fan & Williams, 2010; Woodrow, 2017). According to Fan and Williams (2010), the teacher must create a series of "Scenarios" where communication is possible. This might include:

- Increasing the interest of the students (their desire to learn) towards language learning.
- Motivating students in the activities that encourage participation in the classroom and propose actions that interest them.
- Providing ongoing support and motivation without overwhelming.
- Establishing a good relational and effective atmosphere that provides levels of trust and confidence.

According to Kormos and Csizér (2008), the teacher should also take into account the way to integrate English language learning in the learner's goals. This in turn aids in achieving better learning for students as teachers now are able to recognize their desires and will be able to better motivate them.

4.5. *Studies related to motivation in the learning and teaching of English language*

In recent years, an expansion of studies can be seen in reference to teaching and acquisition of second languages. Woodrow (2017) pointed out that numerous investigations have shown the importance of factors that are related to situational and individual nature that play a major role in the success of students of foreign languages. However, since the 1960s, the behavioral theory, the humanistic approaches or the social interactionism place the student as the most important factor in the learning process (Baeten, Dochy and Struyven, 2013).



However, the student motivation may be affected by different factors that may hinder their learning. Such factors are related to anxiety, inhibition and introversion. According to Ebata (2008), the first factor is the most important and is the one that most influences the student, because of the fact that to communicate in another language in front of colleagues can be a great vulnerability of the person and cause anxiety situations. Review of literature stated that anxiety seriously affects the learning objectives and any achievement that studenta can attain in the classroom, and this directly affects their academic performance and determines the success or possible failure.

Dörnyei (1990) considered that, for the acquisition of second languages, it is important to take into account 3 levels. The first level constitutes the "Language level", in which a series of factors are related to foreign language such as culture or community, favoring the integrative and instrumental motivation of the students. The second level constitutes the "learner level" which includes the individual characteristics of the student, such as confidence or self-esteem. The last level is "learning situation" which is associated with the specific situations that motivate students inside classrooms, that is, the content of the subject, the intrinsic motivation of the teacher, the personality, the behavior, and the group of work etc.

Gkonou, Mercer and Daubney (2018) indicated that over previous years, there have been numerous studies that have focused on motivating teachers. The author distinguished a number of typical characteristics of motivated teachers such as respecting diversity; not fearing change but adapting to novel situations; feeling interest in new technologies; being sensitive to what happens in the workplace by possessing a positive self-image; positively assessing personal and social abilities of students facing new challenges with determination and security; perceiving the objectives, content, methodology and evaluation as something flexible and modifiable and developing a spirit of collaboration and teamwork; exchanging knowledge and experiences with colleagues and encouraging innovation in the classroom and possessing an ability to recognize and learn from mistakes.

4.6. *Research Gap*

It can be seen from the literature review that motivational factors play a fundamental role in the process of learning and teaching English language. However, the examination of such factors is not considered well in Saudi Arabia, especially from the teachers' point of view. Therefore, the present research aims to fill this research gap.



5. Research Methodology

5.1. Research Participants

A total of 30 teachers and 40 students from different centers of English learning participated in the study. In particular, the sample of the study included participants from English Educational Centre, International Institute of Languages, Saudi British Centre and Wall Street English where all are located in Riyadh, Saudi Arabia. Of the total of respondents, 24 were women and 41 men. Likewise, 90.3% (28 of the teachers) were graduates in English Philology compared to 9.7% (3 respondents) who were teachers of Primary English Education. Additionally, all students were Saudi by birth with Arabic as first language (L1) and English as second language (L2).

5.2. Instruments

For conducting this study, the preparation of the instrument that was used for the study was developed first. In the present study, we followed a quantitative and exploratory research methodology. So, a questionnaire was developed for teachers and learners of English as a foreign language whose purpose was, as already explained, to identify the factors that influenced their motivation and, also, to know the strategies used by teachers to motivate their students. In addition, the director of International Institute of Languages was asked to participate in the pilot of the questionnaire in order to correct possible errors and assess whether this instrument would facilitate the data. An informed consent form detailing the purpose of the research was firstly signed by all participants.

The questionnaire, which can be consulted in the annex, had two sections. The first would allow knowing the profile of the teachers and learners, through questions such as their level of education, university studies, etc. The second section focused on knowing the correlation between the factors which affect the foreign language motivation of teachers and their students.

5.3. Process

In order for the research to be much more effective and to have an active collaboration of all the chosen centers, a signed letter of the presentation was sent to set out the objectives of the study. To distribute the questionnaire and carry out the data collection, the most efficient technique was considered. In this study, the author used Google Forms as an online application which allowed us to know the results more easily.



Finally, the data were analyzed in a quantitative manner by a statistical package "IBM SPSS". We also used MSFT Excel to develop graphs for the demographic information of the respondents.

For this purpose, first of all, we asked the participants to rank the different factors which affect motivation from 1 to 8 where rank 1 being the most important factor and rank 8 being the least important factor. Afterward, we made three categories: The factors were categorized from 1-3 as *Most Important*; 4-6 as *Relatively Important* and 7-8 as *Least Important*. We used SPSS to develop frequency of each factor.

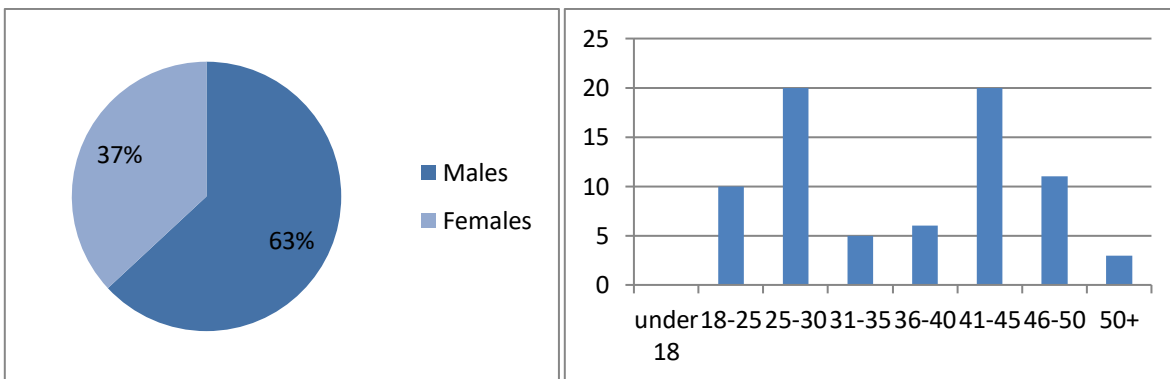
6. Results

6.1. Graphical Results

6.1.1. Respondents' Gender and Age

As per the responses, around 63% of the respondents were male while 37% were female. Also, most of the student/learner population had age between 25-30 years while the teacher population had age between 41-45 years.

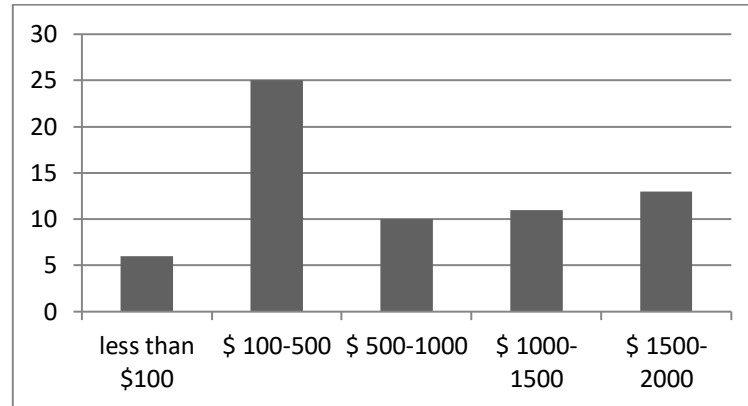
Figure 1 Gender and Age of the respondents



6.1.2. Income

Most of the student/learner population had income between \$100-400 while the teacher population had income between \$1000-1500 or \$1500-2000.

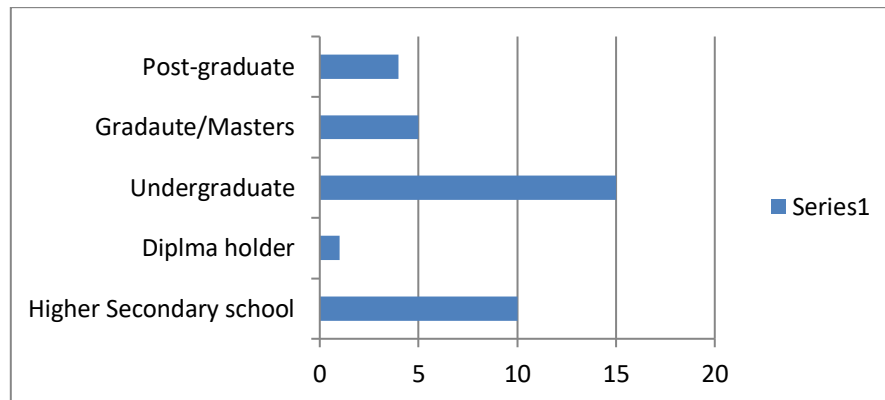
Figure 2 Income of the respondents



6.1.3. Learners' Qualification

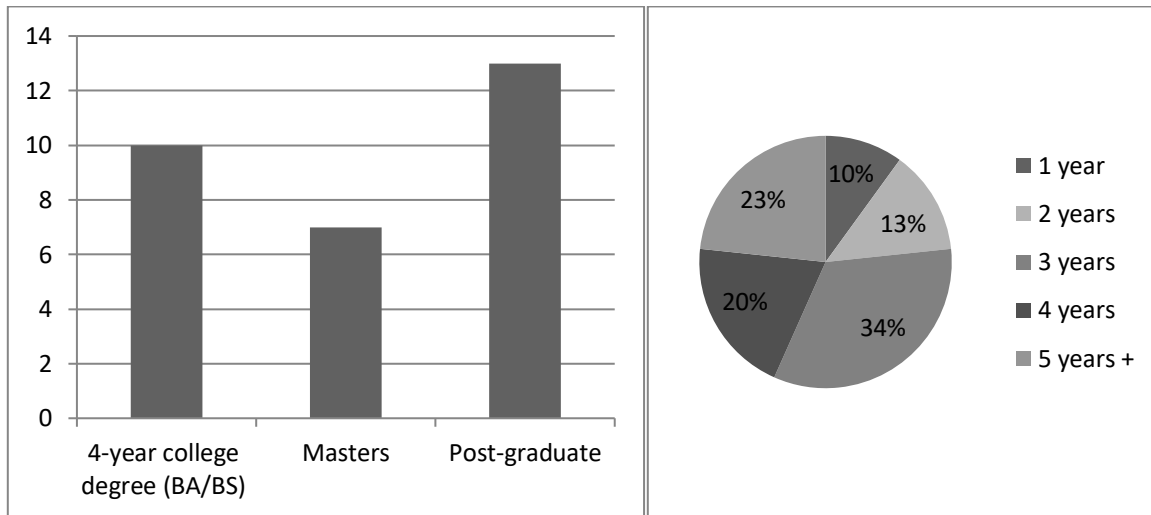
As per the responses, most of the learners were either in higher secondary school or undergraduate in the university.

Figure 3 English Learners' Qualification



6.1.4. Teachers' Qualification and Experience

As per the responses, most of the teachers hold 4-year college degree (BA/BS) or post-graduate degree. Also, most of the teachers have 3 years of experience in teaching English.

Figure 4 Qualification and Experience of Teachers

6.2. Statistical Results

6.2.1. Factors which affect learners' motivation

As per the results, most important factors which affect learner motivation are source of pride for parents, socioeconomic background and role of teacher. The following table shows the results:

Table 1 Ranking of factors which affect learner motivation as per their relevance

Factors	Range 1-3	Range 4-6	Range 7-8	Importance Category
Personal satisfaction	31.45 %	31.45%	37.1%	Least important
Compensation	40%	28.6%	31.4%	Relatively important
Higher career prospects	34.3%	25.7%	40%	Least important
Source of pride for parents	42.8%	31.4%	25.7%	Most important
Occupational level of parents	28.5%	48.6%	22.9%	Relatively important
Socioeconomic background	45.7%	28.6%	25.7%	Most important
Role of the teacher	45.7%	28.6%	25.7%	Most important
Anxiety, inhibition and introversion	34.2%	31.4%	34.3%	Relatively important

6.2.2. Factors which affect teachers' motivation



As per the results, the most important factors which affect teachers' motivation are positive attitude and involvement, lack of information in addition to showing interest in new technologies. The following table shows the results:

Table 2 Ranking of factors which affect teachers' motivation as per their relevance

Factors	Rank 1-3	Rank 4-6	Rank 7-8	Importance Category
Deteriorating relationships with co-workers and managers	28.6 %	28.6 %	42.9 %	Least important
Positive attitude and involvement	45.8 %	30.9 %	23.3 %	Most important
Lack of information	45.7 %	25.7 %	28.6 %	Most important
Problems with students	31.4 %	34.3 %	34.3 %	Relatively important
Educational reforms	31.5 %	40% %	28.6 %	Relatively important
Decreased social respect for teaching or individual factors	40% %	34.3 %	40% %	Relatively important
Respecting diversity	37.2 %	37.1 %	25.7 %	Relatively important
Not fearing change but adapting to novel situations	28.6 %	31.4 %	40% %	Least important
Feeling interest in new technologies	42.8 %	31.4 %	25.7 %	Most important

6.2.3. Correlation between learners and teacher motivation factors

The following table shows the results of Partial Correlation between learners and teacher motivation factors. All factors showed significance ($p < 0.05$); however, some factors which affect learners' motivation are greatly correlated to the factors which affect teachers' motivation in teaching English.



The *source of pride for parents* as a factor of learners' motivation is significantly related to *positive attitude and involvement* and *a lack of information* in relation to teachers. Furthermore, *socioeconomic background* is significantly related to *showing interest in new technologies*. *Positive attitude and involvement* are significantly related to *showing interest in new technologies*. *Lack of information* is also significantly related to *showing interest in new technologies*. It means the following results can be derived:

- Learners with low socioeconomic background prefer to adopt novel means in teaching English such as new technologies.
- Learners who learn English as the source of pride for parents show enhanced performance if they get positive attitude and involvement.
- Teachers who show Positive attitude and involvement like to adopt new technologies in teaching English.
- Teachers who lack information and knowledge in teaching English consider the adoption of new technologies as effective approach for improving the experience of teaching.

**Table 3 Correlation between learners' and teachers' motivation factors**

Control Variables		Source of pride for parents	Socioeconomic background	Positive attitude and involvement	Lack of information	Feeling interest in new technologies
Source of pride for parents	Correlation	1.000	-.104	.985	.305	-.215
	Significance (2-tailed)	.	.059	.002	.061	.062
	Df	0	32	32	32	32
Socioeconomic background	Correlation	-.104	1.000	.706	.625	.961
	Significance (2-tailed)	.059	.	.005	.081	.001
	Df	32	0	32	32	32
Positive attitude and involvement	Correlation	.985	.706	1.000	.226	.978
	Significance (2-tailed)	.002	.005	.	.051	.001
	df	32	32	0	32	32
Lack of information	Correlation	.305	.625	.226	1.000	.814
	Significance (2-tailed)	.061	.481	.051	.	.001
	df	32	32	32	0	32
Feeling interest in new technologies	Correlation	-.215	.961	.978	.814	1.000
	Significance (2-tailed)	.062	.001	.001	.001	.
	df	32	32	32	32	0



6- Discussion

The literature shows that the factors that influence the motivation of English language learners in the context of the city of Riyadh, KSA include personal satisfaction, compensation, higher career prospects, source of pride for parents, occupational level of parents, socioeconomic background, role of the teacher, anxiety, inhibition and introversion and teacher motivation. Out of these factors, our results show that source of pride for parents, socioeconomic background and role of teacher are most important. Our results are also in line with the existing literature. For example, Sylvén & Sundqvist, (2012) highlighted that in Asian and Middle Eastern societies, on a social or cultural level, English is regarded as a superior language. For Parents, if their child can speak English, it means they have had the resources, which mean — in the Middle Eastern mindset — that the child comes from the supposed right family. On the other hand, some of the studies suggest that parents' common views about English education displayed none or marginal significant in correlation with the motivation of children (Schunk, Pintrich & Meece, 2008; Carreira, 2011).

In addition, socioeconomic background showed an important determinant of learning motivation. As per the results, most of the learners came from a poor family background with average family income between \$100 to \$500. Gayton (2010) examined the influence of social class on language-learning motivation. The results propose that socioeconomic status has a general medium-size that influences motivational aspects with beliefs of self-effectiveness being the most intensely related to social class. The most significant differences in motivation, learner autonomy and self-regulation were discovered between high social class, upper-middle learners and low and lower middle-class learners.

Finally, the role of the teacher showed a vital determinant of English learning motivation. This can be supported by the study of Dörnyei (1990) who pointed out that teacher-associated factors affect learners' language learning association (means, their wish to gratify teachers), teacher's teaching style, and the usage of specific teaching approaches, counting feedback and modeling task-presentation. In general, teachers play a substantial part in influencing motivation of learners and teachers' behaviors and actions in the classroom that have motivational effect on learners (Anderman, Andrzejewski and Allen, 2011).



In addition, as per the previous literature, the factors that influence the motivation of English teachers in the context of Riyadh, KSA include deteriorating relationships with co-workers and managers, positive attitude and involvement, lack of information, problems with students, educational reforms, decreased social respect for teaching or individual factors, respecting diversity, not fearing change but adapting to novel situations and feeling interest in new technologies. However, our results show that positive attitude and involvement, lack of information and showing interest in new technologies are the most important factors in determining the effective role of an English language teacher.

First of all, the positive attitude and involvement is the most essential factor which influences the motivation of English teachers. Csizer and Dörnyei (1998) verified this claim through their research of 200 Hungarian instructors. They assured that the behavior of teachers is an influential tool of motivation in the schoolroom. It is argued that the behavior of teachers can affect the engagement of learners in the class. Consequently, it is critical to find a class atmosphere of respect and mutual trust with the students (Kaboody, 2013).

Secondly, lack of information and knowledge on the part of teachers has displayed a detrimental effect on learners' motivation. Mayahi & Mayahi (2014) pointed out that high-school students demonstrated shortages in various areas of foreign language learning, most of which are the outcome of teachers' absence of skills and knowledge. A considerable literature has dealt with knowledge and various skills of language teachers. Though, prevailing research has hardly ever made any contrasts between language institute and school teachers. Therefore, the authors evaluated teachers' knowledge and skills of language in these contexts and found language institute teachers having higher levels of skills and knowledge in contrast to school teachers. Mitchell (1988) regarded proficiency in language as the foundation for the ability of teachers to get involved in improvisational teaching: *"No authentic materials, functional syllabus, or micro-computer program can substitute the ability of the living, self-assured speaker to hit discuss topics with specific persons, repeatedly amend his/her language to a suitable difficulty level and resolve random communication issues from time to time, or to 'scaffold' the learners in foreign language. In all this the instructor and his/her communicating abilities are pivotal."* (p.166).



Lastly, feeling or showing interest in new technologies is also a significant factor which positively influences the motivation of English teachers. According to Hughes (2005), new IT technologies have the potential to support education across the curriculum and provide opportunities for effective communication between teachers and students in ways that have not been possible before. Through the use of novel IT technologies, students can be capable to comprehend and learn English language effortlessly. IT also can be employed to endorse cooperative learning, counting problem-solving tasks in a group, role-playing and verbal activities (Woodrow, 2017). Students are stimulated to have more communication with each other, particularly where the use of IT will occur throughout the lesson. This can create more interesting and fun modules for students to learn.

7. Conclusion and Recommendations

Researchers have largely accepted motivation as one of the most significant elements in the learning of foreign languages such as English. The present research investigated the factors that influence the motivation of English teachers and learners in the context of Riyadh, KSA. Quantitative data analysis shows that the most important factors which affect learner motivation are a source of pride for parents, socioeconomic background and the role of teacher. On the other hand, the most important factors which affect teachers' motivation are positive attitude and involvement, lack of information and showing interest in new technologies.

The correlation analysis shows that learners with low socioeconomic background prefer their teachers to adopt novel means in teaching English such as new technologies. Learners who learn English as the source of pride for parents showed enhanced performance if they get positive attitude and involvement. Moreover, teachers who showed positive attitude and involvement like to adopt new ICT technologies in teaching English. Finally, teachers who lack information and knowledge in teaching English consider the adoption of new technologies as effective approach for improving the experience of teaching. These findings can be used to propose the recommendation for both teachers and students/learners aiming to English in KSA.

- English language teachers should develop involvement and positive attitude by proposing students learning experiences, praise, rewards, feedback, and punishments that can enhance their English learning motivation.



- Teachers should help students build challenging but attainable objectives and display students the advantages of learning English.
- Teachers should create a welcoming, safe and non-intimidating teaching atmosphere; and motivate students to grow high but practical intrinsic motivation.
- Teachers should overcome their lack of knowledge and skills by consulting dictionaries and reference sources and can adopt audiolingual methodology which involves teaching a language directly, without employing the students' native language to elucidate grammar or new words in the target language (Djigunović, 2006).
- Teachers can adopt new technologies such as videos or pictures using projector, ICT and music to upsurge the focus and understand the lesson better.

Hopefully, teachers will be capable to encourage more students' interest and improve academic achievement in learning English language.

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Appendix

What is your Gender and Age?

Gender

- Male
- Female

Age

- under 18
- 18-25
- 26-30
- 21-35
- 36-40
- 41-45
- 46-50
- 50+

What is your Income?

- less than \$100
- \$ 100-500
- \$ 500-1000
- \$ 1000-1500
- \$ 1500- 2000

What is your qualification as a learner?

- Higher Secondary school
- Diploma holder
- Undergraduate
- Graduate/Masters
- Post-graduate



What is your qualification as a teacher?

- 4-year college degree (BA/BS)
- Masters
- Post-graduate

What is your experience for teaching English?

- 1 year
- 2 years
- 3 years
- 4 years
- 5 years +



Please rate the following factors which affect your motivation of learning English:

Participants	Personal satisfaction	Compensation	Higher career prospects	Source of pride for parents	Occupational level of parents	Socioeconomic background	Role of the teacher	Anxiety, inhibition and introversion
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								



15	P							
16	P							
17	P							
18	P							
19	P							
20	P							
21	P							
22	P							
23	P							
24	P							
25	P							
26	P							
27	P							
28	P							
29	P							
30	P							
	P							



31								
32	P							
33	P							
34	P							
35	P							



Please rate the following factors which affect your motivation of teaching English:

part icipants	Dete riorating relationshi ps with co- workers and managers	Posi tive attitude and involvem ent	Lac k of informati on	Pr oblems with student s	Edu cational reforms	De creased social respect for teachin g or individu al factors	Re specting diversity	N ot fearing change but adaptin g to novel situatio ns	Feel ing interest in new technolog ies
P1									
P2									
P3									
P4									
P5									
P6									
P7									
P8									
P9									
P10									
P11									
P12									
P13									
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