Saudi Teachers' and Students' Perspectives of the Effect of Motivation on Acquiring EFL

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Abstract

The purpose of this study was to investigate Saudi teachers' and students' perspectives of the effect of motivation on acquiring EFL. The design of the study was quantitative. A descriptive analytical approach was used to achieve the aim of the study. The sample of the study was a random one, composed of 60 volunteers (20 teachers and 40 students) in Riyadh. The researcher designed a five-point Likert scale teacher's questionnaire and student's questionnaire where each consisted of 15 items. The results of the study confirmed the importance of motivation and its positive effect on learning EFL. The study revealed the teachers' and also students' perspectives of the good effect of motivation. Particularly, the vast majority of the teachers, (90%) agreed with all of the questionnaire items about the positive effect of motivation. For the students, more than 70% agreed that motivation plays a significant role in the acquisition of EFL. The study recommended the use of the motivation factor effectively by EFL teachers for the benefit of learning EFL by Saudi students. A replication of this study was recommended with male participants and further studies are recommended to investigate the effect of other internal and external factors on the acquisition of EFL.

Keywords: acquiring EFL, Saudi teachers, Motivation

Introduction

1.1 Statement of the Problem

Learning a foreign language varies from one person to another. Some of them learn it rapidly and easily than others do. It is obvious, that some learners are successful by hard work and insistence. Nonetheless, there are other factors beyond the learners' control affecting their success. To the researcher's best knowledge, only few studies investigated the effect of motivation on acquiring EFL from the perspectives of only Saudi teachers' and students' in Riyadh.

1.2 Purpose of the Study

This study will investigate the effect of motivation on acquiring English as a foreign language (EFL) by Saudi students in Riyadh from the perspectives of both teachers and students. It was conducted by using 'teacher questionnaire' and 'student questionnaire'.

1.3 Significance of the Study

To my knowledge, Saudi studies about the effect of motivation on acquiring EFL are relatively few, although related literature shows that it plays a significant role in the acquisition of a foreign language. It brings different performance stages. Paul Shoebottom (2016) said that "children who have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently", and added that motivation leads them to be successful. The researcher in this study views motivation as an important factor playing a vital role in learning EFL. This role can be seen when referring to previous studies. For example, Soheil Mahmoudi and Asgar Mahmoudi (2015) conducted a study to investigate the effect of the internal and external factors on learning EFL. A questionnaire was given to 140 postgraduate students of EFL in three different universities in Iran. The findings revealed the great impact of motivation

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among factors on acquiring EFL. Moreover, another study was conducted by Fadel, AL Othman, Shuquir & Khaled (2013) on the impact of motivation on EFL elicited researchers' observations in the field by using primary sources. It was noticed that motivation played an important role in the acquisition of EFL. To the researcher's knowledge, there is still a need for more studies about the effect of motivation on students' acquisition of EFL.

1.4 Questions of the Study

1- What are the Saudi teachers' perspectives of the effect of motivation on acquiring EFL?

2- What are the Saudi students' perspectives of the effect of motivation on acquiring EFL?

1.5 Limitations of the Study

This study was limited to female Saudi teachers and students in Riyadh, rather than to the whole country of Saudi Arabia due to time limit. In addition, it investigated the effect of motivation as an internal factor considered one of the most effective factors.

1.6 Definition of Terms

Motivation:

Motivation is one of the internal factors that affect the acquisition of a second language. It is defined as a derive that activates and energizes human behavior and gives it direction (Wlodkowski, 1989).

Acquisition of EFL:

It is the process of learning another language such as English besides one's native language.

1.7 Summary of Chapter One:

The researcher tries to focus on one of the most effective factors on acquiring EFL which

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is motivation. Moreover, since it is related to the teaching-learning process, the researcher employs two different questionnaires one to investigate the effect of motivation from Saudi teachers' perspective and the other from the Saudi learners' perspective in order to come out with accurate findings.

Chapter Two

Literature Review

2.1 Introduction

Foreign language acquisition is the process of learning another language (target language) besides the native language. There are many ways to acquire a foreign language either a formal way as in school or informal way as watching TV's program in L2 or being actively engaged in a society of the foreign language.

It seems extremely important to take into consideration the factors that affect the acquisition of the foreign language such as motivation and its role in the acquisition of the foreign language. As a result of investigation over years, it has been clear that motivated learners acquire the target language faster than non-motivated learners, and with less efforts.

2.2 Theories of Foreign Language Acquisition (FLA)

It is important to understand the theories behind FLA, in order to learn the process of acquisition and how to acquire a language successfully. In this research, the researcher discusses five different theories, which are the Behaviorism theory, Universal Grammar theory, Krashen's Monitor theory, Cognitive theory and Conversation theory.

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Behaviorism theory discusses the idea that a behavior is viewed as a response to a stimulus. It is developed by Skinner (1960) who discusses the importance of consequences to modify the occurrence of the behavior. In a sense, he thinks that positive feedback is more effective than punishment to change the behavior. According to the Behaviorist theory, learning is a habit formation through a reward system. Also, Skinner considers language as a sophisticated response system and that the native language is the source of difficulty in language learning.

The Monitor theory is developed by Krashen in reaction to the Behaviorist theories. It consists of five parts: the Acquisition-Learning hypothesis, the Natural Order hypothesis, the Monitor hypothesis, the Input hypothesis and the Effective Filter hypothesis.

1- The acquisition-learning hypothesis: "Krashen (1982, p. 10) assume that L2 learners have two independent means of developing knowledge of an L2: one way is through what he called acquisition, and the other is through learning." In acquisition, learners generate utterances because they are focusing on meaning, while in learning the system ensures correctness of the utterance (Gass, Behney & Plonsky, 2013.p. 129).

2- The Natural order hypothesis claims the acquisition of language is in predictable order whether there is instruction involved or there is not.

3- The Monitor hypothesis is related to the idea discussed in the acquisition-learning hypothesis. It discusses the idea of monitoring the learning progress to edit and improve what has been learned.

4- The Input hypothesis suggests the learners acquire a foreign language by receiving "comprehensible input" which is defined by Krashen as "bit of language that is heard/read and that is slightly ahead of a learner's current state of grammatical knowledge" (Gass, Behney & Plonsky, 2013, p. 131).

5- The effective filter hypothesis claims that learners in acquiring a language there are attitudes that might affect the acquisition positively or negatively such as anxiety, stability and motivation. So in order to acquire the language easily the positive attitudes have to be met.

The third FLA theory is the Universal Grammar theory, which is according to Chomsky "The theory of a particular language is its grammar. The theory of languages and the expressions they generate is Universal Grammar (UG): UG is a theory of the initial state of the relevant component of the language faculty." This theory is originally based on the first language acquisition and it is closely related to cognitive psychology principles. It is the set of abstract principles that underlie all natural languages.

The fourth FLA theory is the cognitive theory. It is the study of the mental process. In Cognitive theory, the learner acquires the language unconsciously by being exposed to the target language, observing others and socially interacting with speakers of the target language. Once the learner has experienced and constructed the language, he/she will be able to use it automatically.

The last theory is the Conversation theory, which is proposed by Gordon Pask. It explains the importance of interactions that leads to "construction of knowledge". This interaction could be between two or more cognitive systems such as a teacher and a student. In a sense, the learning occurs through conversation about a subject matter to explicit knowledge.

2.2.1 Acquisition of EFL

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Language is defined as "the method of expressing ideas and emotions in the form of signs and symbols. These symbols are used to encode and decode the information" (Singhal, 2012). The first language learned is the mother tongue and the other language acquired is a foreign language. Acquisition of EFL refers to the process of learning a non-native language such as English language in the environment of one's native language such as Arabic, after acquiring the native language. It mostly takes place in the classroom environment without being exposed to natural situations of the language being learned (Gass, Behney & Plonsky, 2013, p.5).

2.3 Internal and External Factors

Investigating all of the factors affecting learning EFL would be difficult. Therefore, it would be more logical to categorize them as internal and external factors that involve features of the same type. Fadel AlOthman and Khaled Shuquir (2013) discussed the difference between them and said that external factors are largely dealt with in several books dealing with curriculum development and course design. On the other hand, internal factors imply cognitive and affective factors that a learner brings with him to the learning situation such as age, motivation, personality, experiences, cognition and native language. Only one important factor is elaborated on here, which is motivation. Motivation has been recognized as an important factor which determines the second language learning. It plays a central role in learning a foreign language. Whenever the learner is motivated, he/she shows interest and desire and spends a lot of efforts with satisfaction in learning the language (Madrid, 1995). This research paper analyzes the effect of motivation on acquiring EFL.

2.3.1 Concept of Motivation

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With reference to related literature, the researcher views motivation as the force that energizes, directs, and influences human behavior to accomplish goals. It drives us to work, pushes us to succeed, encourages us to move, guides us in a particular direction, and keeps us going. Whenever a learner is motivated, this is "reflected in personal investment and in cognitive, emotional, and behavioral engagement" (Ormrod, 2014, p. 384). Motivation is an important factor to account for differential success in acquiring a second language. Whenever a person is motivated, he/she will learn faster and greater, also will maintain his/her learning process. By being motivated, the learner is optimistic, hard working, collaborative, encouraging, facing challenges successfully and eager to learn new things   (Gass, Behney & Plonsky, 2013).

Motivation has many effects on acquiring EFL. First of all, motivation directs the human behavior towards a certain goal. Whenever someone sets a goal such as learning a new language, achieving a certain grade or level in a course, spending the evening with family or friends, with motivation he/she will direct the behavior to reach this goal. Moreover, motivation increases the level of energy to work hard and reach the goal enthusiastically. Furthermore, motivation increases perseverance in the process of learning. If a learner starts a task, he/she spends a lot of time to complete it, even he/she gets interrupted he/she will try to do whatever to finish it. In addition, it enhances the intellectual process. In a sense, the learner will pay more attention and concentrate on the task to be accomplished. Finally, it leads to improved performance. If the learner is motivated he/she will do a great effort to achieve the goal with success, but if he/she is not motivated, he/she will ignore the task and end up at a high risk of learning nothing.

2.3.2 Types of Motivation

There are two types of motivation, intrinsic and extrinsic. Intrinsic motivation means a

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motivational stimuli coming from internal factors to meet individual needs. When an individual performs a task, he/she has a desire and joy to do it and be satisfied by accomplishing it. For example, when someone learns a new language or participates in a charity without others intervention, in this case the person is intrinsically motivated because he/she is doing it for his/her own desire and to have fun.

On the other hand, the extrinsic motivation means a motivational stimulus coming from external factors managed and directed by others. When an individual is motivated to perform a task, to act, or to work, he/she does it not to accomplish a desire or for his/her own needs but doing so in order to be rewarded by others either monetary or nonmonetary rewards such as, bonuses, promotion,   salary raise, gifts, recognition and empowerment.

A good understanding of the different types of motivation is important because not all of the learners are the same. As some of them have a desire and passion to work while others need to be rewarded and pushed by other ones in order to work.

2.3.3 The role of Motivation on Acquiring EFL

Researches in FLA show that successful language learners acquire a foreign language without the need for cognitive abilities. A number of studies by different researchers from around the world have found that motivation is a strong predictor of successful language learning. (Masgoret and Gardner (2003) and Gardner, Tremblay, and Masgoret (1997)).

Motivation has to be associated with second language achievement because learning a foreign language requires commitment, self-determination and enthusiasm, and motivated

individuals would be more likely to work hard, pay more attention, concentrate and spend more time to learn a language.

According to Brophy (1987) "Motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)." Many factors affect learner's motivation on acquiring a foreign language. First of all is attitudes i.e. the learner's views to the target language and it's speakers. Second, self-efficacy i.e. the way the learner judges his/her ability to learn the target language. Third, learning environment: For the learner to be motivated he/she needs to feel comfort and not threaten, get a support from his/her parents, teacher and peer and have a good and motivated class atmosphere. Fourth, personal attributes such as age, sex and religion. Finally, curiosity and goal, in a sense for a learner to learn a foreign language he/she must shows his/her interest and set a goal that drives him/her to learn the language (Salem, 2006).

2.3.4 Generating Motivation in EFL learner

Saudi students receive their academic learning in schools. However, they have no choice in their learning in which they must attend schools regularly and study the curriculum that is chosen by policy makers and not by themselves. Therefore, it can be assumed that the Saudi students come to schools to learn without motivation. Therefore, teachers need to use motivational strategies to motivate their students to learn.

Particularly, EFL requires form teachers to create positive atmosphere to motivate their

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students especially in non-English spoken country as Saudi Arabia. This can be done by using different strategies such as "enhancing L2 related values of learners, increasing the goal-orientedness of the learners, and encouraging students to create an attractive vision of their Ideal L2 self" (AlShehri, 2013, pp75-76).

2.3.4.1 Enhancing L2 related values of learners

AlShehri (2013) stated in her research that teachers play significant role in enhancing their students' foreign language values, which develop positive attitudes towards learning the foreign language. These values are based on past experiences and beliefs the learner has about the foreign language. Whenever the learner has positive feelings and beliefs in past experience of a foreign language learning, his/her values of the foreign language will promote and encourage him/her to master the language.

2.3.4.2 Increasing the goal-orientation of the learners

VandeWalle (1997) defined goal-orientedness as " disposition toward developing or demonstrating ability in achievement situations". Setting achievable and realistic goals will motivate the learners to acquire the language successfully.

2.3.4.3 Encouraging students to create an attractive vision of their ideal L2 self

There are some factors that help to create an attractive vision of the learners ideal L2 self. These factors are, presenting an influential role model, promoting ideal L2 self images, considering the difficulties that might be faced, developing an action plan such as goals, keeping the vision alive and considering undesired results of not reaching the ideal L2 self (AlShehri, 2013,p.77). By adopting these factors, teachers help students to create vision of ideal L2 self to increase their L2 motivation.

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2.3.5 Maintaining Motivation

There are three ways that EFL teachers and students can use to maintain motivation during the foreign language learning process. First, using motivational ways of presenting the task. This can be done by making the task enjoyable for the learner, to attract their attention and motivate them to seek for learning. Second, enhancing self-assurance by lowering learners' language anxiety. In order to lower language anxiety, EFL teachers have to indicate to EFL learners that making mistakes is part of the learning process. Also, parents with teachers have to encourage the learners and praise them for their efforts. The last strategy to maintain learners' motivation is enhancing learner autonomy. Learner autonomy is 'the ability to take charge of one's own learning' (Holec, 1981, p.3). According to Lacey (2007), the principles of learner autonomy are moving the focus from teaching to learning, encouraging peer support and cooperation, making use of self-assessment and enhancing teacher's role as supporting scaffolding.

2.4 Related Studies on Motivation

Soheil Mahmoudi and Asgar Mahmoudi (2015) conducted a study to investigate the effect of the internal and external factors on learning EFL. A questionnaire was given to 140 post-graduate students of ELT in three different universities in Iran. The collected data were analyzed using descriptive analysis. The findings revealed the great impact of these factors on acquiring EFL. Moreover, another study conducted by Fadel AlOthman, Khaled Shuquir (2013) on the impact of motivation on EFL. The study elicited researchers' observations in the field, by using primary sources. It was an inductive type of research. It was noticed that motivation plays an important role in the acquisition of EFL. . Furthermore, a study by Fahad Alqurashi (2014) conducted to investigate the the

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effects of motivation on EFL college studnets. A survey with two part questionnaire was given to 48 freshman students at the English department in Umm AL-Qura University. The findings of the study indicated that the freshman students who enrolled in the university to study and learn English as a foreign language are highly motivated unless they encounter with other factors that affect their motivation negatively. In addition, a study conducted by Eman AlShehri (2013) about the effect of motivational strategies from the perceptions of EFL teachers and students in the Saudi higher education context. She used mixed method approach to collect qualitative and quantitative data from only female teachers and students in Saudi Arabia. The result of her study indicated the role of teachers in motivating their students by using motivational strategies in EFL classrooms.

2.5 Summary of Chapter Two

This chapter is a literature review about the most important concepts in the research. First of all, the researcher discusses the five theories of SLA which are the Behaviorist theory, the Universal Grammar theory, the Krashen's Monitor theory, the Cognitive theory and the Conversation theory, and gives a brief description of each. Then, she describes the meaning of the acquisition of English as a foreign language and how the learner acquires the language easily and with less effort. After that, the researcher talks about the internal and external factors that affect the acquisition process and elaborates on one important factor which is motivation. Motivation is the device that energizes and derives human behavior and gives it direction to reach the desired goal. It plays an important role in which it directs the human behavior towards learning the language and provides them with energy to work hard. In addition, it increases the perseverance and the intellectual process.

Furthermore, the researcher discusses the difference between two types of motivation that

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are intrinsic and extrinsic. Intrinsic is the internal stimuli that motivate the human behavior, while the extrinsic is the external stimuli that motivate. Moreover, the researcher discusses the role of motivation on acquiring EFL, as many researches show that motivated learners acquire the language easily and with less effort than non-motivated learners. Besides that the researcher mentions the factors that affect motivation which are attitude, self-efficacy, learning environment, personal attributes and curiosity and goal. In addition, the researcher discusses the ways to generate and maintain motivation in EFL learners. Finally, the researcher mentions four studies that investigate the importance of motivation on acquiring EFL.

Chapter Three

Methods and Procedures

3.1 Introduction

This chapter presents the methodological procedures used by the researcher to answer the questions of the study to achieve its objectives. It begins by discussing the type and sample of the study. This is followed by providing information about the instruments, both teacher's and student's questionnaires, used in this research. Next, establishing the validity and reliability of the instrument. In addition, this chapter explains the procedures used in the research.

3.2 Design of the study

This is a quantitative study 'involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods' (Dörnyei, 2007b, p.24). As a quantitative study, the researcher used teacher questionnaire and student questionnaire.

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3.3 Sample of the Study

The sample of this study was compromised of 60 Saudi EFL participants, consisting of 20 teachers and 40 students in Riyadh. The learners are homogenous with regard to ethnicity, mother tongue, exposure to English and educational and cultural background. The students' and teachers' participation was voluntary and was not associate with compensation. It is a convenience sampling technique, which means a non-random sampling.

3.4 Instrument of the Study

The data-collection instrument used in this research were two types of questionnaire, teacher and student questionnaires, partly adopted from a previous study (Tuan, 2012) and formulated to identify teachers' and students' perspectives of the effect of motivation on acquiring EFL. Each questionnaire consisted of one part, which contained fifteen items. The responses were based on the five-point Likert scale. The questionnaires were submitted to 7 referees to validate it.

Table 1: Likert Scale

Description	Dagger
Strongly agree	5.00 - 4.21
Agree	4.20 - 3.41
Not Decided	3.40 - 2.60
Disagree	2.60 - 1.81
Strongly disagree	1.80-1.00

3. 5 Establishing the validity and reliability of the instrument

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First, the researcher submitted the students' and teachers' questionnaires to a jury of 9 experts, but only 5 ones responded ones. She provided them with a box of binary relevance and clarity to establish their validity. Then to establish the reliability of the questionnaires she administered them to a group of respondents were not to be included in the sample and used Cronbach's alpha coefficient. In addition, to establish the stability of internal consistency for both of the questionnaires, the researcher used correlation coefficient to calculate the relationship between the degree of each statement and the total degree axis to which it belongs.

3.6 Procedures

The data collection was conducted by the researcher herself during the second semester of the academic year 2015/2016. The students and the teachers were informed about the significance and the objectives of the research before administering the questionnaire. Then the questionnaire distributed to the participating students and teachers and they were requested to indicate their responses to the questionnaire items and to ask for any clarification they need.

3.7 Summary of Chapter Three

This chapter discussed the method and procedures that were used in the research. It is a quantitative study in which the researcher used teacher questionnaire and student questionnaire after they were validated by the referees, before being filled out by 60 Saudi teachers and students in Riyadh.

Chapter Four

Results and Data Analysis

4.1 Introduction

This chapter provides the results of the quantitative data in seven tables. The main findings are discussed in detail. The primary aim of this study is investigating Saudi EFL

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teachers' and students' perspectives of the effect of motivation on acquiring EFL.

4.2 Data Analysis

The data obtained from the teachers and students' responses were analyzed using statistical package of social sciences (SPSS) software. The teachers and students responded to fifteen items in the questionnaire and their responses were categorized and scored based on a five-point Likert scale consisting of "strongly disagree, disagree, not decided, agree and strongly agree". The uncompleted or carelessly answered questionnaires were deleted.

The reliability of the scale was calculated to judge the consistency of results across items on the same test. The method used to calculate reliability of this test was Cronbach's alpha.

Table (2): Cronbach's Alpha   (N=)

Items	No. of Items	Cronbach's Alpha
General stability coefficient	15	.953

Table (2) shows the reliability of the teacher's questionnaire. It shows that the reliability coefficient of the study is high (.953), which indicates that the questionnaire demonstrates a high degree of stability to be reliable

Table (3): Cronbach's Alpha   (N=)

Items	No. of Items	Cronbach's Alpha
General stability coefficient	15	.920

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Table (3) shows the reliability of the student's questionnaire. It shows that the stability coefficient of the study is high (.920), which indicates that the questionnaire demonstrates a high degree of stability to be reliable.

Correlation coefficients have been calculated for both teacher's and student's questionnaires to show the degree of each statement and the total degree axis to which it belongs. Correlation (Pearson) has been used to show that the study is statistically significant at (0.01) as shown in Table (4). This confirms the internal consistency of the questionnaire and sincerity in the measurement of what has been developed for it.

Table (4): Correlation Transactions   (N = 20)

Items	N	Pearson Correlation	N	Pearson Correlation
Teachers' perspectives	1	.888[**]	9	.196
	2	.946[**]	10	.199
	3	.848[**]	11	.851[**]
	4	.958[**]	12	.865[**]
	5	.946[**]	13	.946[**]
	6	.958[**]	14	.965[**]
	7	.965[**]	15	.959[**]
	8	.851[**]		

**. Correlation is significant at the 0.01   *. Correlation is significant at the 0.05

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Table (5): Correlation Transactions   (N = 40)

Items	N	Pearson Correlation	N	Pearson Correlation
Students' perspectives	1	.733**	8	.578**
	2	.769**	9	.631**
	3	.758**	10	.508**
	4	.864**	11	.832**
	5	.816**	12	.786**
	6	.729**	13	.708**
	7	.804**	14	.836**
			15	

**. Correlation is significant at the 0.01   *. Correlation is significant at the 0.05

The content of the questions as well as the response frequencies and percentages are shown in tables 4 and 5. Also, the mean, standard deviation and ordinary.

In the teacher questionnaire, teachers were asked to indicate their agreement with a number of statements about the effect of motivation. Table (6) shows the central tendency of teacher views towards motivation represented by mean, standard deviation and ordinary.

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Table (6)

Teachers' perspectives of the effect of motivation on acquiring EFL

Items	Statements		Degree					Mean	Std. Deviation	Ordinary
			Strongly Agree	Agree	Not decided	Disagree	Strongly Disagree			
1	1- Motivation enhances students' interest in learning English as a foreign language	F	16	-	3	-	1	4.5	1.1	5
		%	80	-	15	-	5			
2	2- Motivational activities are important for students to acquire EFL.	F	12	3	4	-	1	4.25	1.118	6
		%	60	15	20	-	5			
3	3- Motivation influences student's learning outcomes.	F	15	3	-	-	1	4.65	0.933	1
		%	80	15	-	-	5			
4	4- Enhancing students' motivation improves students' learning EFL.	F	8	8	3	-	1	4.1	1.021	11
		%	40	40	15	-	5			
5	5- Students need to be motivated in order to learn EFL better.	F	4	11	4	-	1	3.85	0.933	13
		%	20	55	20	-	5			
6	6- Teachers who use	F	8	8	3	-	1	4.1	1.021	10

Items	Statements		Degree					Mean	Std. Deviation	Ordinary
			Strongly Agree	Agree	Not decided	Disagree	Strongly Disagree			
	motivation while teaching help	%	40	40	15	-	5			
7	7- The impact of motivation will help teachers to improve their students' acquisition of	F	11	4	4	-	1	4.2	1.105	8
		%	55	20	20	-	5			
8	8- Motivational environment (such as a proper classroom and a good teacher) helps students to acquire the EFL.	F	15	4	-	-	1	4.6	0.94	3
		%	75	20	-	-	5			
9	9- Teachers have no role in motivating their students to acquire EFL.	F	4	-	-	8	8	2.2	1.508	15
		%	20	-	-	40	40			
10	10- Teachers don't believe in the effect of motivation on	F	4	-	8	-	8	2.2	1.508	14
		%	20	-	40	-	40			
11	11- Motivation helps students to improve their performance	F	15	4	-	-	1	4.6	0.94	2
		%	75	20	-	-	5			
12	12- Motivated students perform better on acquiring EFL than non-motivated	F	13	6	-	-	1	4.5	0.946	4
		%	65	30	-	-	5			
13	13- Acquiring EFL is a goal	F	11	3	5	-	1	4.15	1.137	9

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Items	Statements		Degree						Mean	Std. Deviation	Ordinary
			Strongly Agree	Agree	Not decided	Disagree	Strongly Disagree				
	attainment that will not be	%	55	15	25	-	5				
14	14- Motivated learners make a lot of effort with satisfaction in	F	11	4	4	-	1		4.2	1.105	7
		%	55	20	20	-	5				
15	15-Self-motivating strategies energize students to acquire EFL.	F	8	7	4	-	1		4.05	1.05	12
		%	40	35	20	-	5				
*Average										4.010	

1. Phrase No. (3) (Motivation influences student's learning outcomes.) got a mean of 4.65 that means most of the study respondents were 'strongly agree'.

2. Phrase No. (11) (Motivation helps students to improve their performance in acquiring EFL.) got a mean of 4.6 that means most of the study respondents were 'strongly agree'.

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3. Phrase No. (8) (Motivational environment (such as a proper classroom and a good teacher) helps students to acquire the EFL.) got a mean of 4.6 that means most of the study respondents were 'strongly agree'.

4. Phrase No. (4) (Motivated students perform better on acquiring EFL than non-motivated students.) got a mean of 4.5 that means most of the study respondents were 'strongly agree'.

5. Phrase No. (1) (Motivation enhances students' interest in learning English as a foreign language (EFL.) got a mean of 4.5 that means most of the study respondents were 'strongly agree'.

6. Phrase No. (12) (-- Motivated students perform better on acquiring EFL than non-motivated students.) got a mean of 4.5 that means most of the study respondents were 'strongly agree'.

7. Phrase No. (2) (Motivational activities are important for students to acquire EFL.) got a mean of 4.25 that means most of the study respondents were 'strongly agree'.

8. Phrase No. (14) (Motivated learners make a lot of effort with satisfaction in acquiring EFL.) got a mean of 4.20 that means most of the study respondents were 'agree'.

9. Phrase No. (6) (- Motivational activities are important for students to acquire EFL.) got a mean of 4.1 that means most of the study respondents were 'agree'.

10. Phrase No. (13) (-Acquiring EFL is a goal attainment that will not be achieved without motivation.) got a mean of 4.15 that means most of the study respondents were 'agree'.

11.   Phrase No. (7) (-The impact of motivation will help teachers to improve their students' acquisition of EFL.) got a mean of 4.1 that means most of the study respondents were 'agree'.

12.   Phrase No. (15) (-Self-motivating strategies energize students to acquire EFL.) got a mean of 4.05 that means most of the study respondents were 'agree'.

13.   Phrase No. (5) (-Students need to be motivated in order to learn EFL better.) got a mean of 3.85 that means most of the study respondents were 'agree'.

14.   Phrase No. (10) (-Teachers don't believe in the effect of motivation on students' acquisition of EFL.) got a mean of 2.20 that means most of the study respondents were 'disagree.

15.   Phrase No. (9) (-Teachers have no role in motivating their students to acquire EFL.) got a mean of 2.20 that means most of the study respondents were Disagree.

16.   The overall mean is 4.05 that means agreement.

The following table presents the descriptive results of motivation on acquiring EFL. The mean, standard deviation and ordinary are used to show the central tendency of the data.

Table (7)

Students' perspectives of the effect of motivation on acquiring EFL

Statements		Degree					Mean	Std. Deviation	Ordinary
		Strongly Agree	Agree	Not decided	Disagree	Strongly Disagree			
1-Motivated students acquire English as a foreign language (EFL) better and faster than non-motivated ones.	F	7	24	3	5	1	3.78	0.974	8
	%	17.5	60	7.5	12.5	2.5			
2- Motivational activities such as (role play and group/pair work) have a significant role on acquiring EFL.	F	6	25	5	1	3	3.75	1.006	11
	%	15	62.5	12.5	2.5	7.5			
3-Teachers' good rapport with their students motivates them to acquire EFL.	F	11	18	4	4	3	3.75	1.193	10
	%	27.5	45	10	10	4.5			
4-Positive experiences in learning EFL motivate learners to acquire it.	F	7	26	5	2	-	3.95	0.714	3
	%	17.5	65	12.5	5	-			
5- Praising students for their participation in the class motivates them	F	6	23	8	2	1	3.78	0.862	9
	%	15	57.5	20	5	2.5			
6- Willingness to speak helps students to acquire EFL.	F	10	19	6	4	1	3.83	1.01	12
	%	25	47.5	15	10	2.5			

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Statements		Degree					Mean	Std. Deviation	Ordinary
		Strongly Agree	Agree	Not decided	Disagree	Strongly Disagree			
7- Strategies of teaching based on motivation affect the acquisition of EFL positively.	F	8	16	14	1	1	3.73	0.905	7
	%	20	40	35	2.5	2.5			
8- Non-motivated students acquire EFL the same way as motivated students.	F	-	6	4	12	18	1.95	1.085	15
	%	-	15	10	30	45			
9- Setting a goal to learn EFL will motivate students to acquire it.	F	8	22	6	3	1	3.83	0.931	6
	%	20	55	15	7.5	2.5			
10- Without motivation, acquiring EFL will be difficult.	F	2	19	9	8	2	3.28	1.012	14
	%	5	47.5	22.5	20	5			
11- Motivation improves the students' attitude towards acquiring EFL.	F	8	22	8	2	-	3.9	0.778	5
	%	20	55	20	5	-			
12- Motivated students show their interest and desire toward learning EFL.	F	10	20	8	2	-	3.95	0.815	2
	%	25	50	20	5	-			
13- Lack of motivation hinders students' learning a new language such as EFL.	F	4	19	9	5	3	3.4	1.081	13
	%	10	47.5	22.5	12.5	7.5			

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Statements		Degree					Mean	Std. Deviation	Ordinary
		Strongly Agree	Agree	Not decided	Disagree	Strongly Disagree			
14- Having motivated environment such as a good teacher motivates the students to acquire EFL.	F	12	17	8	3	-	3.95	0.904	1
	%	30	42.5	20	7.5	-			
15- Parents' encouragement increases students' motivation to acquire EFL.	F	9	24	3	3	1	3.93	0.917	4
	%	22.5	60	7.5	7.5	205			

3.650

1. Phrase No. (1) (Motivated students acquire English as a foreign language (EFL) better and faster than non-motivated ones.) got a mean of 3.78 that means most of the study respondents were 'agree'.

2. Phrase No. (3) (Motivational activities such as (role-play and group/pair work) have a significant role on acquiring EFL.) got a mean of 3.75 that means most of the study respondents were 'agree'.

1. Phrase No. (4) (Positive experiences in learning EFL motivate learners to acquire it...) got a mean of 3.95 that means most of the study respondents were 'agree'.

2. Phrase No. (5) (Praising students for their participation in the class motivates them to acquire EFL.) got a mean of 3.78 that means most of the study respondents were 'agree'.

3. Phrase No. (6) (Willingness to speak helps students to acquire EFL.) got a mean of 3.83 that means most of the study respondents were 'agree'.

4. Phrase No. (7) (Strategies of teaching based on motivation affect the acquisition of EFL positively.) got a mean of 3.73 that means most of the study respondents were 'agree'.

5. Phrase No. (8) (Non-motivated students acquire EFL the same way as motivated students.) got a mean of 1.95 that means most of the study respondents were 'disagree'.

6. Phrase No. (9) (Setting a goal to learn EFL will motivate students to acquire it..) got a mean of 3.83 that means most of the study respondents were 'agree'.

7. Phrase No. (10) (Without motivation, acquiring EFL will be difficult) got a mean of 3.28 that means most of the study respondents were 'not decided'.

8. Phrase No. (11) (Motivation improves the students' attitude towards acquiring EFL.) got a mean of 3.90 that means most of the study respondents were 'agree'.

9. Phrase No. (12) (Motivated students show their interest and desire toward learning EFL..) got a mean of 3.95 that means most of the study respondents were 'agree'.

10. Phrase No. (13) (Lack of motivation hinders students' learning a new language such as EFL) got a mean of 3.40 that means most of the study respondents were 'not decided'.

11.   Phrase No. (14) (Having motivated environment such as a good teacher motivates the students to acquire EFL.) got a mean of 3.95 that means most of the study respondents were 'agree'.

12.   Phrase No. (15) (Parents' encouragement increases students' motivation to acquire EFL.) got a mean of 3.93 that means most of the study respondents were 'agree'.

13.   The overall means 3.65 that mean agreement.

4.3 Discussion

4.3.1 Teachers' perspectives of the effect of motivation

The result of the teacher questionnaire indicated that Saudi EFL teachers are aware of the influence of motivation on acquiring EFL and consider it as one of the most important factors. Particularly, the vast majority of questionnaire informants of the teacher questionnaire, agree with all of the items showing the effect of motivation on acquiring EFL. The number of teachers who respond with disagreement, do not exceed 1 in any of the items. Also, items 9 and 10, that negate the effect of motivation and the role of teacher on acquiring EFL,are given negative responses by the teachers. In other words, the respondents' answers showed that motivation has an important and a significant effect on the acquisition of EFL. They appreciate the importance of motivation on learning a foreign language. According to Sevtap Karaoglu (2008), the teachers who don't understand the relationship between motivation and its effect on acquiring a foreign language cannot effectively teach a language. Motivation is a passion that derives a learner to his/her desire and goal, so teachers should find methods and procedures to link to their students' passion.

Another finding of this study is teachers' belief in the motivational strategies that focus on academic achievement and learning outcomes for the students. Teachers value these

strategies that create a pleasant atmosphere for the students and by being associated with teacher's proper behavior this will result in students' confidence and motivation to learn the foreign language. Previous research reveal that if teachers concentrate on improving the academic outcomes of their students, this will result in student progression in learning the foreign language (AlShehri, 2013. P.339).

4.3.2 Students' perspectives of the effect of motivation

For the students' questionnaire, more than 70% agree that motivation plays a significant role in the acquisition of EFL. This is attributed to the contribution of teachers, class activities, teaching strategies, parents and positive experience which considered deriving forces that students need "to continue their efforts to accomplish their goals" (Alqurashi, 2014, p.393).   Teachers should understand their students and help them by facilitating the difficulties they face in learning the language in order to motivate them to acquire it effectively and easily. They have to activate students' motivational components in the classroom. The findings show that both teachers and students are in strong agreement in teacher's role in motivating students. Teachers value their role in motivating students, and students perceive this role to be effecting in motivating them in acquiring EFL. Also there "is a clear indication that good end effective language teaching strategies adopted by the teachers can encourage students to develop positive attitudes toward learning the language" (Alothman & Shuqair, 2013, p. 127). As Eman AlShehri indicated in her study, there is a "positive relationship between teachers' use of motivational strategies and enhancing student motivation". Students highly appreciate the motivational strategies that create a pleasant classroom and promote their confidence in acquiring EFL. Such strategies cause them to feel more engaged to participate and interact in the classroom and eventually enhance learning EFL.

Moreover, parents' support and encouragement are considered an effective way to motivate the students to acquire the target language. Furthermore, positive experience considers a motivator with remarkable outcomes in acquiring EFL. In other words, having fun and enjoyment when learning EFL and receiving recognition for success will motivate students more to learn the target language. Finally, students themselves can be motivated to acquire a foreign language if they set meaningful, realistic and achievable goal.

On the other hand, unmotivated students will not acquire a foreign language effectively. They will not possess new information easily and may become disruptive and unexcited to participate. Also without motivation there is no stimulus to drive learners to learn the language. Therefore, the success of learning a foreign language depends on whether the student's motivation is high or low. Therefore, motivation is a key of success in acquiring a foreign language effectively.

<div align="center">Chapter Five</div>

Conclusions and Recommendations

This chapter includes a discussion of the study's results based on the findings of the teacher and student questionnaires. It also includes conclusions related to the details of discussion.

Besides, the chapter includes pedagogical implementations and recommendations for future research.

Conclusion

This study investigated the effect of motivation on acquiring EFL from the perspectives

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of 20 EFL teachers and 40 students.

The thesis discussed these two questions:

1- What are the Saudi teachers' perspectives of the effect of motivation on acquiring EFL?

2- What are the Saudi students' perspectives of the effect of motivation on acquiring EFL?

The surveyed informants responded to a one-part questionnaire with fifteen statements that measured their perspectives. Teachers and students' respondents indicated that they believe in the effect of motivation on acquiring EFL. The overall findings of this study indicate that teachers and students show a good respect to the positive role of motivation on acquiring EFL. Teachers' beliefs about motivation are directed to the strategies of teaching that motivate the students and result in academic and professional achievements. Students also believe on the importance of teaching strategies on motivating them to learn, and by being involved and praised by teachers and parents to learn the foreign language. Furthermore, previous experiences of learning a foreign language considered a motivating factor "which does not necessarily serve to reach the future-self outcomes, although it may contribute to build an ideal or ought-to future selves" (AlShehri, 2013, p.353).

As the researcher concluded from this research, a teacher plays a significant role in enhancing students' motivation to learn a foreign language. Therefore, for teachers to make learning a foreign language a motivating experience, they need to increase students' interest and passion to achieve their goal in acquiring the foreign language. In addition,

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they have to acquire strategies and methods that help them to sustain their students' motivation and desire. Furthermore, teachers have to be more flexible with the curriculum and in choosing the teaching materials in order to allow the student to interact and be more involved in the learning process. Despite the limitations of the sample and the instrument of the study, the findings can add more to our understanding of the effect and important role of motivation on acquiring EFL from the perspectives of both EFL teachers and students. It would be helpful for Saudi students to enhance the English language learning and for Saudi teachers to guide them toward appreciating the motivation factor and applying the suitable approaches in language teaching.

In conclusion, motivation is an influential factor that benefits the learner to successfully acquire the foreign language. It has been recognized as an important aspect that determines the success and level of proficiency in learning EFL as well as in all fields of human learning. Motivation is considered as an important individual force and derive that determines the energy and time the learner needs to devote to a task to be accomplished and succeed.

Recommendations

Based on the findings of this study, the following recommendations can be made:

1. Conducting a replication of this study with male teachers and male students.

2. A similar study can be conducted to investigate the effect of other internal factors such as intelligence, anxiety, and risk-taking ability on the acquisition of learning EFL.

3. A similar study can be conducted to investigate the effect of external factors such as social class, first language, teachers, early start, L2 curriculum, on the acquisition of learning EFL.

4. EFL teachers are recommended to be aware of the importance of motivation and its

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positive effect on learning English, which can facilitate learning in different ways.

5. To help the teachers of EFL to motivate their students, policy makers in higher education should allow more autonomy and training for them to develop their understanding of the importance of motivation for their EFL students.

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