Chapter 31: Motivation in English Language Learning for Middle School Students in Saudi Arabia

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Abstract: The aim of this research is to emphasize the importance of motivation to Saudi students' English learning. In a variety of educational settings, motivation is considered one of the most prominent affective factors, and numerous studies in the literature have demonstrated the effect of it on teaching and learning processes. Because of this remarkable effect, several theories, definitions, and types of motivation have been presented. This study provides an overview regarding the motivational theories in education and language learning. Using extrinsic and intrinsic motivation would increase students' level of motivation to English learning. In order to know the extent of the impact of motivation on students, pre and post survey was designed to ask the student's point of view about learning English and what they like and what they do not. The intervention group will experience a program of English language motivation based on extrinsic and intrinsic motivation . It is hoped that increased motivation will contribute to the effectiveness of the educational process in Saudi schools.

 Motivation in English Language Learning for Middle School Students in Saudi Arabia.

1Introduction

The role of modern teachers is dramatically different than it used to be. However, that is not necessarily the case for the Saudi Arabian education system. In the past, most of the teachers followed the teacher-centered approach, which was basically considered the lecturing method which was the single way of delivering knowledge to students. The students' role was only to listen and take notes, without any kind of active participation during class. This style of teaching has created a lack of self-motivation among the students. In the last 12 years I have been teaching English as foreign language (EFL) and I have been using the teacher centered approach and I have seen this phenomenon first-hand. In their article, TawalbehandAlAsmari (2015) stated that

"As EFLpractitioners observing teachers' practices in the classroom, it has been noticed that the majority of EFL instructors' classes are teachercentered. Instructors play a dominant role in the classroom, minimizing opportunities for learners to interact with each other" (p.41). The lack of self-motivation by students does not stop with just lower student achievement but it also extends to the college and career aspects of life as well.

From my experience, I think one of the reasons the students' dropping out school in Bilal IbnRibah high school, which is located in my hometown, was increased because of low motivation. Also, University of King Khalid in Abha has shown a decrease in applicants due to the lack of self-motivation. Self-motivation has been proven to be useful in other countries such as the United States of America (USA). I would like to explore that by using the English Language Motivation (ELM) in the schools. My work as a public middle-school teacher has led me to ask the following question. How can English Language Motivation for middle school students be adapted to enhance learning outcomes for English Language Learners (ELL) and other struggling learners?

I propose that to solve the lack of self-motivation students experience in Saudi schools, we should introduce the use of ELM to enhance the students' abilities by raising self-motivation and student achievement.

2 Literature Review Teacher-Centered vs. Student- Centered

The presence of the teacher inside the classroom will help the students acquiring their teachers' knowledge, values and mimic characteristics by applying them outside the classroom. A teacher-centered approach underscores the long-held philosophy that instructors are the gatekeepers of knowledge whose job is to convey their knowledge through a lecture, with students as passive receivers during the learning process (Berrett, 2014; McCabe &O'Connor, 2014). Alrabai (2016) concluded from his data that poor language learning outcomes in Saudi Arabia are mainly caused by the prevalence of teacher-centered approaches and facilitating techniques. Researchers have responded to the teacher-centered approach by arguing the instructor's role should evolve from the expert who controls and imparts knowledge to that of a facilitator (Berrett, 2014; McCabe & O'Connor, 2014).

Now, more and more teachers are trying to move to a student-centered approach. Learner-centered instructors utilize different teaching strategies to facilitate the learning process and increase their students' engagement. Student-centered learning has been defined most simply as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest (Rogers, 1983). In other words, the learning environment has learner responsibility and activity at its heart, in contrast to the emphasis on instructor control and the coverage of academic content found in much conventional, didactic teaching (Cannon, 2000). Additionally, learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (McCombs & Whistler, 1997). Such instruction supports students to develop their skills, such as creativity, analysis, and critical thinking. Because students pursue their own goals, all their activities are meaningful to them.

3 Student Self-motivation

Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in the self or the environment. When we tap into this well of energy, motivation endows the person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way (Reeve, 2018).Motivating students could increase their engagement and might help them achieve the best result. Bogdan (2020) stated that, the student-centered method is motivating for some students." It may seem to some people that the subject of motivation is simply a reward system between the teachers and the students. The Minister of Education in Saudi Arabia described teachers as a "cornerstone" in the educational process (SultanKlaibAlnefaie, 2016). Therefore, educators need to motivate teachers and students to succeed.

4 Intrinsic and extrinsic motivation

Both intrinsic and extrinsic motivation is important for students learning motivation. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence (White, 1959). Haywood, Kuespert, Madecky, &Nor (2008) claimed that "notwithstanding the existing struggle of opinion concerning theories and

interferences about inspiration, teachers and students continue to react positively to extrinsic rewards. While intrinsic inspiration is more valued and permanent, society has built itself on an extrinsic system". Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation refers to doing something because it leads to a different outcome. As teachers, we cannot force or require intrinsic motivation, but we want students to be motivated by themselves. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate.

Intrinsic motivation's foundation is in understanding what learners want. Therefore, let's ask the teachers and the students in schools: do they wish to spend more time in this place? Do they like what they do? Are they motivated? When the answer to these questions is no, the educator may think that those under him/her need a system of rewards to undermine high performance and love work and enjoyment. Zimmerman and Campillo (2003) argued that when we ask the students why they come to schoolandwhythey participate in classwemight come up with a range of good and negative motivations triggered by their life choices.

In summary, the discussion has been about how to motivate students in a modern scientific style. Infact, interesting information on self-motivation in its modern concept unfortunately differs from the old and common theorizing in the Arab world. Accordingly, we will need to know more about creating the proper motivation in language learners in Saudi Arabia.

5 Implementation Plan

As an English teacher in a public school in the eastern area of Saudi Arabia, Ijust moved to the U.S. in Khebratprogram. Myjourneyfrom Saudi Arabia to the United States has been far from simple. This is an aftereffect of the clashing ways to deal with instruction embraced in the

U.S. compared to those usedin my local nation. After joining the program "Building Leadership for Change through School Immersion" and attending Leadership classes at the Center for Intercultural and Multilingual Advocacy (CIMA) at Kansas State University, I foundsomepractical solutions to developing proper motivation in both students and teachers in Saudi Arabia. Educators must consider students, colleagues, and the Education Department. Each party has an important role in increasing student motivation that deserves discussion.

Middle school classrooms in the Kingdom of Saudi Arabia typically provide scholars with little choice in seating, the activities toengage in, or the ways todemonstrate their learning. As a result, students are oftennot interested or engaged in learning. Implementing the intrinsic and extrinsic motivation theories in each classroom will enhance students' self-esteem and motivation. Students will participate in decisions that influence their learning along with the teachers. They will have a diversity of activities to demonstrate their competence in the materialsusedby the teacher. Most importantly, students must *want to learn* rather than feel that they *must learn*.

The proposed project is guided by the following goals.

1-To increase students' intrinsic and extrinsic motivation to learn English through the English Language Motivation approach at Ibn Almuzaffar Middle School in Dhahran, Saudi Arabia.

2- To enhance Ibn Almuzaffar Middle School students' experience using English andapplyingproblemsolvingskillsthrough community-based activities.

The objectives of the project revolve around supporting teachers to understand and implement experiential learning and incorporating community service for students to provide opportunities for authentic communication.

The project is anticipated to include the following phases that maytake a total of academicyear to implement. see Table1.

Phase 1 – Figuring out logistics of Project (Summer2020 until the beginning of the academic new year)

- Speak with the school board to discuss implementation of ELM in the school.
- Secure financial budget to implement program
- Set timeline for program

Phase 2 – Implement pilot program in one classroom (throughout the academic school year)

Phase 3 - Including students' parents (in the beginning of the academic new year)

- Encourage them to participate in parent-teacher conferences throughout the academic school year.
- Phase 4 – Preparing, doing survey (figure2) about Englishand engaging studentsthroughout the academic school year. (September 2020- May 2021)

Table1: Implementation Matrix.

GOALS	OBJECTIVES	ACTIVITIES	TIME - FRAME	Roles/ Responsibilities
1. To increase students' intrinsic and extrinsic motivation to learn English through the English Language Motivation approach at Ibn Almuzaffar Middle	Figure out logistics of Project	Speak with the school board to discuss implementation of ELM in the school. Secure financial budget to implement program Set timeline for program	(Summer 2020 until the beginning of the academic new year)	The principle (leader) of the school, the counselor or the social workers and me(as a teacher)

This planning process will lead to the creation of a self-motivation. But without an effective, coordinated, and sufficiently help coordinate from all people in responsibility whom had been mentioned, the potential of the plan will not be realized.

Evaluation Plan

This project will include either quantitative or qualitative measures. Quantitative data is numerical and can be counted, quantified, and mathematically analyzed by Survey (Appendix A)that I adopted from Shaaban &Ghaith (2000). In addition, I will use qualitative by making

interview protocols and observation templates with the school leader or parents of the students (Appendix B).In the beginning, I will apply this program on two different classes (intervention group and average group) in the same school. After the data have been gathered, statistical results are then used to compare program participants with their matched comparison group by subtracting the average outcome (gain) in the comparison group from the average outcome in the intervention group. The whole program will be throughout the academic school year. I will be responsible for doing all the quantitative or qualitative measures.

With the Comparison group,the normal or average program will be used for the whole academic year. With intervention group, I will use interviewing with the students' parents, also I will use the surveytwice to evaluate their level in the beginning and the end of this program. During the academic year, I will use some extrinsic motivation for example, give them prizes and honoring the best of them and intrinsic motivation like, persuade them about the importance of English and let watch some encouraging movies to learn English.

7 Results

 I assume that intervention group will show improvement in skills and be more motivated to learn English by using intrinsic and extrinsic motivation. By following those goals students' intrinsic and extrinsic motivation to learn English will probably increase through the English

Language Motivation approach at Ibn Almuzaffar Middle School in Dhahran, Saudi Arabia. Ibn Almuzaffar Middle School students' experience using English and applying problem solving skills will increase through community-based activities. Measurements could be assessedby using pre and post surveys and interviews with parents. I expect higher level of attitudes to learn English and increase their motivation as shown in pre and post surveys, for example in question 3.2," English helps/will help me learn about other cultures, values and thoughts." I would expect students to score highin this question which would show students increased motivation to learn about other cultures, values and thoughts. Another example like 2.3 " English will broaden my future options. " I would expect students to score high in this question which would show students increased motivation to read and explore more about their future options.

If the result does not achieve my expectations, I will make some changes in the next year. I will need to investigate other ways of their motivation to learn English. For example, I will take feedback and suggestions from students, teachers, staff, and parents. Implement again the following year with suggested changes.

On the other hand, if my students get more motivated and outcomes are achieved, I will apply my project to all classes in next academic year. Also, I will recommend that my colleagues should implement the project to hopefully improve their classes. It is my contribution to improving education practices in Saudi Arabia.

8 Conclusion

The point of this project is to stress the significance of self-motivation to Saudi students English learning. The students' dropping out school in some schools may have resulted from low motivation or the lack of self-motivation. In a variety of instructional settings, I have observed that motivation is one of many factors of dropping out, and various studies have shown its significant effect on educating and learning in Saudi public schools.

In light of this strong impact, a few theories, definitions, and sorts of motivation have been introduced. This study gives a review with respect to the motivational hypotheses in language learning. Using motivation would enhance students' degree of English learning. To better understand the degree of the effect of self-motivation on students, a survey will be used to gather the students' point of view about learning English and what they like and what they don't. It is expected that increased self-motivation will add to the adequacy of the educational process in Saudi schools.

It is proposed that the introduction of a program of English Language motivation will increase my students motivation. I will use extrinsic and intrinsic motivation to evaluate what they gain. So, I will apply that on the whole classes by the end of the project. I hope this impact of this motivation program will be sustainable for the rest of their lives.

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Appendix A

Questionnaire (Survey)

Motivation toward English language learning

Please put a tick in the box next to the answer of your choice or write in the space provided.

Name: ....

I am ☐ Female   ☐ Male

Every day, I use ☐ 1 language   ☐ 2languages

☐ 3 languages   ☐ More than 3language

Below are sentences, circle thenumber that refers to your answer

1.Stronglydisagree 2.Disagree3. Neither agree nor disagree   4.Agree   5. Stronglyagree

Example: Eating fruits is good for health.

1234⑤

2.1   Knowing English will be helpful for playing video games.

1____2____3____4____5

0 2.2   I need to know English to enteruniversity.

1____2____3____4____5

2.3   English will broaden my future options.

1_____2_____3_____4_____5

3.1   English helps/will help me meetforeigners.

1_____2_____3_____4_____5

3.2   English helps/will help me learn about other cultures, values andthoughts.

1_____2_____3_____4_____5

3.3   English helps/will help me in my travelsoverseas.

1_____2 _____3_____4_____5

4.1   English is essential for personaldevelopment.

1_____2_____3_____4_____5

4.2   Others will have a better opinion of me if I speakEnglish.

1_____2_____3_____4_____5

4.3   Knowing English gives me a feeling of success.

1_____2_____3_____4_____5

5.1   When I speak English, I don´t mind makingmistakes.

1_____2_____3_____4_____5

5.2   When someone speaks to me in English, I tend to benervous.

1_____2_____3_____4_____5

5.3   Knowing English helps me become a betterperson.

1_____2_____3_____4_____5

6.1   My family /friends encourage me to learnEnglish.

1_____2_____3_____4_____5

6.2   I get help to do my homework or get things explained to me outside theclass.

1_____2_____3_____4_____5

6.3   Outside the class, I watch films, listen to songs or read inEnglish.

1_____2_____3_____4_____5

7.1   I study English because I likeit.

1_____2_____3_____4_____5

7.2   If I could not go to school , I would learn English bymyself.

1_____2_____3_____4_____5

7.3   Learning English iseasy.1 2 _____3_____4_____5

8.1   In an English class, the teacher´s personality isimportant.

1_____2_____3_____4_____5

8.2   In an English class, the teacher´s method (way of teaching, the activities) isimportant.

1_____2_____3_____4_____5

8.3   In an English class, the group isimportant.

1_____2_____3_____4_____5

9.1   I learn English for practical purposes (e.g., get ajob).

1_____2_____3_____4_____5

9.2   I learn English to know more about theworld.

1_____2_____3_____4_____5

9.3   I learn English to communicate withothers.

1_____2_____3_____4_____5

10.1   I am motivated to learnEnglish.

1_____2_____3_____4_____5

10.2   I wish my English class would bedifferent.

1_____2_____3_____4_____5

Please feel free to write any additional comment about English here

....

....

....

Thank you for your participation and time!

If you have any question, please contact me at this mail-address:aiad1404@gmail.com.

Appendix B Interview Protocols

Name : _____

1-Whatis your son's English language level?

2-Can you tell me about your expectations about your son' English level in the beginning and the end of this year ?

3-How have you observed your child using English outside of school?

4-What do you think would motive your child in learning English?

5-What are your expectations of your child's use of English outside of school and after graduation?

6-What types of English language is available in your home - such as TV, movies, print materials?

7-How often to you use English for conversation with your child?

Author Biography

Aedh Muidh Alqarni is an English language teacher in the Kingdom of Saudi Arabia. He has been teaching English for 14 years. Mr.Alqarni teaches English to elementary and intermediatelevel students in two different regions, at Balat Alshohda elementary school for nine years in the southern region and at Ibn Almuzaffar Middle School for three years in the eastern region. He earned his bachelor's degree in English and translation at King Khalid University the Kingdom of Saudi Arabia. He also has an educational diploma. He is part of the Khbrat: Building Leadership for Change through School Immersion program at Kansas State University, located in Manhattan, Kansas, in the United States of America. His goal for the future is to improve the level of students' ability in English by increasing their motivation and his teaching career as well.