

Motivational Factors Affecting L2 Learning among Students of the English Department at the College of Basic Education in Kuwait

Badria A. Al-Haji

Nawal Al-Refae

Hanan Taqi

Khaled Shuqair

Abstract

This study aims at exploring the types of motivation factors that affect students in learning English and becoming English teachers. A motivation survey is administered to the students enrolled in the English Department at the College of Basic Education in Public Authority for Applied Education and Training. The Department graduates students with a bachelor degree in English Education at the primary level. By understanding motivation in the students' outlook, the researchers hope that students can be helped to develop and enhance their intrinsic and extrinsic outlooks towards the language and hence would have pedagogical implications relevant to the outcomes of the department. There were four categories that were tested in the survey; namely, intrinsic motivation, extrinsic motivation, combined motivation, and motivation loss (amotivation). It was found that about %80 of the students are intrinsically and extrinsically motivated to study English in the department, and those students did not lose their motivation since they have started studying in the English department in CBE. The researchers recommended that these outlooks in motivation be built upon and enhanced by using various motivational strategies in the classroom.



عوامل الدافعية التي تؤثر على تعلم اللغة الثانية لدى طلبة قسم اللغة الإنجليزية بكلية التربية الأساسية في دولة الكويت

ملخص

تبحث هذه الدراسة في عوامل الدافعية التي تؤثر على تعلم الطالب للغة الإنجليزية. وقد تم تطبيق استبانة حول الدافعية في التعلم على الطلبة المسجلين في قسم اللغة الإنجليزية في كلية التربية الأساسية بالهيئة العامة للتعليم التطبيقي والتدريب في دولة الكويت. يقوم القسم بتخريج طلبة يحملون درجة البكالوريوس في مجال تدريس اللغة الإنجليزية للمرحلة الابتدائية، وقد هدف الباحثون من هذه الدراسة أن يتمكنوا من التعرف على عوامل الدافعية في تعلم اللغة الإنجليزية (سواءً الداخلية أو الخارجية) بحيث يتم مساعدة الطلبة على تطويرها وتعزيزها، ما يخدم العملية التربوية ويساعد في تحسين مخرجات القسم. توزعت الاستبانة على أربعة تصنيفات للدافعية في تعلم اللغة الإنجليزية، فهناك بنود تختبر عوامل الدافعية الداخلية، وبنود تختبر عوامل الدافعية الخارجية وبنود تختبر عوامل الدافعية الداخلية والخارجية معاً، وبنود تختبر عدم الدافعية لدى الطلبة. وتوصلت الدراسة إلى أن 80% من الطلبة لديهم الدافعية الداخلية والخارجية لتعلم اللغة وأنهم لم يفقدوا تلك الدافعية منذ أن التحقوا بالقسم. وأوصت الدراسة أن يقوم المدرسون بتعزيز ودعم هذه الدافعية عن طريق استخدام استراتيجيات مختلفة في غرفة الدراسة.

Motivational Factors Affecting L2 Learning among Students of the English Department at the College of Basic Education in Kuwait

Introduction and Literature Review

English can be difficult when taught in a foreign language (FL) setting, where authentic language input may not be readily available outside the classroom. Often, with a character-based language, language learners' motivation must be high since persistence and determination are needed to deal with the stress of a difficult language (Okada et al., 1996)

"Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning" (MacIntyre et al. 2001, p. 462). These words accurately describe the complexity of the concept that researchers, classroom instructors and language learners themselves have faced since Gardner and Lambert brought to light the various aspects of motivation through their studies in the late 1950's. In the following literature review of the studies conducted on motivation, the authors will attempt to present a limited overview of motivation, supporting research from both inside and outside of the classroom .

MacIntyre et al. defined motivation as "an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task" (2001, p. 463). This goal-directed behavior shows itself through distinct actions of the motivated individual. Dörnyei described this explicitly when he wrote the following :

The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals (2003, p. 173).



This statement describes motivation as primarily internal; however, there are also external forces that play a critical role in language learning. Gardner (1996) believed that motivation should be viewed as a hybrid concept, “an internal attribute that is the result of an external force” (cited in MacIntyre et al. 2001, p. 463). Although early motivation research addressed human behaviors other than language learning, over the past 45 years, the significance of its role in language acquisition has been realized .

As such, a great part of empirical research during the 1980’s focused on measuring the association between various aspects of motivation and L2 language achievement. The emerging body of research studies established motivation as a principal determinant of second language acquisition. The research studies started with the work of Gardner, who , in his socio-educational model, defined motivation with respect to language acquisition as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (1985, p. 10). Gardner added, “Individuals who are truly motivated not only strive to learn the material but also seek out situations where they can obtain further practice” (1985, p. 50). This model promoted the notion that self-identity and identification with the foreign language community is important to the language-learning process. For example, one may feel that he/she does not "fit in" with the target language speakers (a demotivating factor), or may want to "fully integrate" and become completely passable as a native speaker of the language (a highly motivating factor).

The most important and well-researched components of internally driven motivation fall under the broad category of self-determination, which includes the concepts of integrative, intrinsic and instrumental motivation. Gardner (1985) wrote, “An integrative orientation refers to that class of reasons that suggest that the individual is learning a second language in order to learn about, interact with or become closer to the second language community” (p. 54). This fosters a feeling of belongingness to the target language group as the language learner develops “some sort of a psychological



and emotional identification” to the native speaking community (Dörnyei 2003, p. 5). Dörnyei elaborated on this idea nearly 20 years after Gardner when he reported :

Integrative motivational orientation concerns a positive interpersonal/ affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. It implies openness to, and a respect for, other cultural groups and ways of life (2003, p. 5).

So how does this integrative desire promote language learning? As early as 1972, Gardner and Lambert proposed that “An integrative and friendly outlook towards the other group whose language is being learnt can differentially sensitize the learner to the audio-lingual features of the language, making him more perceptive to forms of pronunciation and accent” (p. 134). Masgoret et al. stated that “learning a second language requires the adoption of word sounds, pronunciations, word orders, and other behavioral and cognitive features that are part of another culture. Individuals who want to identify with the other language group will be more motivated to learn the language than individuals who do not” (2003, p. 172). This explains why immigrants who arrive in a country against their will because of war or political problems often do not show the same rate of language acquisition as those immigrants who voluntarily leave their homeland .

” The integratively motivated student,” wrote Masgoret et al., “is one who is motivated to learn the second language, has an openness to identification with the other language community, and has favorable attitudes toward the language situation” (2003, p. 174). But classroom students have to embrace the target language on a much deeper level. Gardner and Lambert (1972) wrote :

The acquisition of a new language involves much more than mere acquisition of a new set of verbal habits. The language student must be willing to adopt appropriate features of behavior, which characterize members of another linguistic community. The words, grammatical patterns, mode of



pronunciation, and the sounds themselves should have significance for the learner that goes beyond simple translations or equivalences given by a teacher, grammar book, or dictionary (p. 14).

Various research studies have supported these views. Bialystok and Hakuta (1994) attributed the success of these English speakers to their interest in the French language and culture and the “desire to become part of the community” (p. 137). Gardner and Lambert’s early research on English speaking students learning French in 1960 Connecticut determined “the strong motivation to learn French seems to stem from the students integrative orientations towards the study of the language” (1972, p. 36). Later studies by Gardner, Lalonde and Moorcroft (1985) revealed that “using an English/French paired associates language paradigm, the rate of learning French nouns was faster for students with favorable attitudes and motivation as compared with those with less favorable ones” (cited in Gardner and MacIntyre, 1995, p. 209). Gardner also reported that Native Americans learning English demonstrated integrative motivation when they reported viewing learning English as valuable in order to become truly part of the American culture (1985, p. 50).

Additional support comes from Meara and Skehan (1989) who presented several “studies relating motivational characteristics to classroom behavior and acquisitional processes” (p. 57). Meara and Skehan also cited research by “Glicksman (1976) that showed that students classified as having integrative orientations to language study volunteered more frequently in class, gave more correct answers, and received more positive reinforcement...” (1989, p. 57). Skehan also wrote, “An integrative orientation is associated with an elaborative simplification strategy, i.e. hypothesis formation about the target language and a willingness to restructure the linguistic system” (1989, p. 58). Clearly, integrative motivation plays a significant role in the language-learning classroom as it does in the real world. Gardner and Lambert (1972) supported this when they wrote :

We find that an integrative and friendly outlook toward the other



group whose language is being learned can differentially synthesize the learner to the audio-lingual features of the language, making him more perceptive to form of pronunciation and accent (p. 134).

Understandably, it helps if the student is learning the target language in that environment as opposed to only in the classroom .

Instrumental motivation is the next major type of self-determined motivation. Gardner wrote that persons who acquire languages through instrumental motivation are seeking "...a goal that doesn't seem to involve any identification or feeling of closeness with the other language group, but instead focuses on a more practical purpose [that] learning the language would serve for the individual" (2001, p. 10). Such motivation could be considered by some to be learning a target language simply to advance certain goals in society. Gardner and Lambert wrote, "...a person prepares to learn a code in order to derive benefits from a non-interpersonal sort" and their language skills develop as a "desire to gain social recognition or economic advantages through knowledge of a foreign language" (1972, p. 14).

Instrumental motivation has been found to play an important role in the classroom. Gardner and MacIntyre (1995) wrote, "Instrumentally motivated students studied longer than non-instrumentally motivated students when there was an opportunity to profit from learning" (p. 207). This behavior also occurs in the foreign language classroom. Sawhney (1998) examined the effects of instrumental motivation on university students learning German in India. She reported the following :

Reasons such as getting a good job, doing international business, reading novels, interacting with Germans and making good friends with them indicate that the students were basically interested in learning German for economic gain, prestige and social recognition (1998, p. 128).

Gardner and Lambert's early studies in Quebec revealed successful learning of French by English speaking students who



focused on obtaining language credit and getting job promotions (Bialystok and Hakuta 1994, p. 137). Gardner's research on Native American students revealed an "instrumental orientation, which referred to the economic and practical advantages of learning English" (1985, p. 51). In a study by Gardner and Lambert (1972) of Tagalog speaking Philipinos, it was found that "...students who approach the study of English with an instrumental outlook are clearly more successful in developing proficiency in the language than are those who fail to adopt this orientation" (p. 130). These students realized the importance of English in their lives. Gardner and Lambert added, "Apparently, when there is a vital need to master a second language, the instrumental approach is very effective" (1972, p. 130).

Other studies were conducted more recently in Hungary. Dörnyei and Clément (2001) examined nearly 5,000 Hungarian teenage boys and girls, ages 13 and 14, using an attitude/motivation survey to determine what encourages them to study any of five particular languages: English (British or American), German, Russian, French or Italian. Traditionally, English and German have been associated with financial success, Russian with occupation, French with aristocracy, and Italian with summer vacation (Dörnyei and Clément 2001, p. 402). The results were quite surprising. Factors "associated with the pragmatic, instrumental values of knowing a world language" placed Russian in first place by far, based on the teenagers affinity towards Russian pop music, magazines, TV programs and films (Dörnyei and Clément 2001, p. 407-408) which certainly does not encourage the need for formal classroom foreign language instruction. The results concerning feelings of integrativeness were even more interesting. Dörnyei and Clément described these students as having "a general positive outlook on the L2 and its culture, to the extent that learners scoring high on this factor would like to become similar to the L2 speakers" (2001, p. 409). In this case, English, particularly American English, greatly surpassed all the other languages. The top three factors were the Hungarians' attraction to Americans, their desires to be like Americans, and their wishes to travel to the United States (Dörnyei

and Clément, 2001, p. 408).

Intrinsic motivation is the last significant variety of self-determined motivation that this paper will address. It is defined by Deci and Ryan as being “related to basic human needs for competence, autonomy and relatedness. Intrinsic motivation activities are those that the learner engages in for their own sake because of their value, interest and challenge” (as cited in Walqui 2000, p. 4). Dornyei expanded on this to include “motivation to engage in an activity because that activity is enjoyable and satisfying to do” (2003, p. 38). Such behavior appears to be very important in the language classroom. Noels (2001) wrote, “Intrinsic orientations refer to reasons for L2 learning that are derived from one’s inherent pleasure and interest in the activity...and the spontaneous satisfaction that is associated with it” (p. 45). Basically, the more one enjoys learning the target language, the more successful they are at it, and the better they feel about the task. Deci and Ryan (1985) supported this when they wrote, “Being intrinsically motivated to learn improves the quality of learning and that those conditions that are autonomy supporting and informational will promote more effective learning as well as enhanced intrinsic motivation and self-esteem” (p. 256).

With so many studies indicating the importance of motivation in language learning, what is being done in a pedagogical sense? As early as 1972, Gardner and Lambert recognized the approach needed for instructors dealing with students in the US: “The message for teachers and directors of language programs is clear; in North American settings, students of foreign languages will profit more if they can be helped to develop an integrative outlook toward the group whose language is being studied” (p. 130). Gardner and Lambert recognized that when it came to learning English as the target language, the classroom approach should be different. They wrote the following :

For members of ethnic minority groups in North America or citizens in developing nations where imported foreign languages become one of the national languages, the story is different. Learning a second language with national and worldwide recognition is for them of vital importance, and both



instrumental and integrative approaches to the learning task must be developed (1972, p. 130).

Fisher's (1990) theory provided a more general view of motivation. This theory depended on an educational-psychology perspective. Fisher (ibid) stated that there are three main sources for motivation in learning:

1. The natural interest the learner has within: intrinsic satisfaction.
2. The need to learn in order to satisfy external effluences and get rewarded such as employer, institution or teacher: extrinsic reward.
3. The combination of personal satisfaction and reward presented in success in the task: combined motivation.

Huitt (2001) agreed with Fisher's (1990) motivational theory. He believed that in order for students to be motivated, they should feel the need for intrinsic satisfaction. He urged instructors to explain the importance of learning and show the goals from the very beginning. He also believed that curiosity should be maintained. Games, Huitt (2001) believed, added to intrinsic motivation. Rewards, whether in words or material, are examples of extrinsic motivation. It is important to note that social cognition is a combined motivation element. A learner is satisfied when socially recognized, and the reward received is the cause for external motivation.

The categorization of Fisher (1990) and Huitt (2001) is the scheme followed in this paper, where statements are either intrinsically oriented, extrinsically oriented, or combined-motivation oriented. There is a fourth category of statements which is neither intrinsic nor extrinsic; this category could be labeled de-motivation statements.



Research Questions:-

The study intends to obtain answers for the following questions:

1. Are students intrinsically motivated to learn English and become English teachers?
2. What extrinsic motivation factors that influence students to learn English and become English teachers?
3. Is there a relationship statistically significant between intrinsic and/or extrinsic motivation factors and various variables related year of study, GPA, nationality, age and marital status?

Significance of the Study

This study aims at exploring the types of motivation factors that affect students in learning English. A motivation survey is administered to the students enrolled in the English Department at the College of Basic Education in Public Authority for Applied Education and Training. The Department graduates students with a bachelor degree in English Education at the primary level. By understanding motivation in the students' outlook, the researchers hope that students can be helped to develop and enhance their intrinsic and extrinsic outlooks towards the language and hence would have pedagogical implications relevant to the outcomes of the department .

Population and Sample

The population of the study is all the students enrolling in the English Department at the College of Basic Education in the Public Authority for Applied Education and Training, Kuwait. The department admits only female students, and hence the population and sample were all females. The study was conducted in the second semester of the academic year 2010/2011, and by then the total number of students enrolling in the English Department was 520. The sample of the study was 240 students randomly chosen to participate in the motivation survey. Every care was taken to choose students that reflect the variables posited by the study—year of study, GPA, nationality, age and marital status.



Procedure

A questionnaire which comprised 22 items measuring internally driven motivation was administered to the students enrolled in the English program in this college in 2010. The participants were informed that their participation was entirely voluntary and that their participation in this study would not affect their achievement in the course. The questionnaire was written in simple English and the researchers were present to explain items. The questionnaire took about 15 minutes to complete .

Instrument

The researchers of this study used one type of scale (Agree—don't know—disagree), which tries to elicit the motivational factors that affect learning English and becoming English teachers. The table below presents the distribution of statements in the motivation survey. Statements were analyzed individually in order to understand motivation in the students' outlook .

Orientation	Statements in the survey
Intrinsic	1, 3, 5, 7, 8, 14, 15, 16, 18, 19, 20, and 21
Extrinsic	2, 4, and 17
Combined (Intrinsic & Extrinsic)	9, 10, 11 and 12
De-motivation	6 and 13

Findings and Discussions

The survey distributed aimed at studying the motivational orientations for learning English. It contained 21 statements, and students had to choose whether they agreed with the statement, disagreed or did not know. These statements were considered the dependent variable. The independent variables, on the other hand, were year of studying in the English program, the GPA, the Nationality, the age group and the marital status. The results



underwent an ANOVA test. The ANOVA test procedure produces an F-statistic, which is used to calculate the p-value. If $p < 0.05$, the null hypothesis is rejected, this will lead to the conclusion that the average of the dependent variable is not the same for all groups. One, two and three way ANOVAs tests were conducted in order to compare the variables. Four and five way ANOVAS did not reflect any significance.

A general correlation test was conducted in order to identify the most significant variables affecting the students' answers. Results have shown that GPA is the most significant variable where $p < 0.05$. Age has also shown significance when correlating with marital status and when correlating with the student's nationality. There also seemed to be a strong correlation between the nationality and marital status. To understand the value of such correlations, the researchers analyzed the data in detail. A Multivariate test was performed to understand how the independent variables correlate and to reflect the significance of each variable independently and in correlation with other variables.

The statements in the questionnaire were divided into four main categories associated with motivational orientations as follows:

1. 12statements assessing intrinsic motivation.
2. 3statements assessing extrinsic motivation.
3. 4statements assessing combined motivation (both intrinsic and extrinsic).
4. 2statements that test the loss of any motivation (de-motivation).

Intrinsic motivation was the core of statements 1, 3, 5, 7, 8, 14, 15, 16, 18, 19, 20, and 21. From the analysis of the data obtained, it appears that, generally, when intrinsic motivation correlates with independent variables, no significance is found. However, a closer look at the outcome of the questionnaire displays a different view. Therefore, the statements were analyzed individually in order to understand motivation in the students' outlook.

When the first statement was analyzed, it was found that English



was the first choice for %75 of the participants. However, only %34.6 of the participants do not know whether they would like to be teachers after graduation. A multivariate ANOVA test by status, by age, by nationality, and year of studying in CBE showed that when age and nationality interact, significantly more participants wanted to be teachers than not ($p=0.034$). Most students (%59.8) completely agree that teaching is a rewarding job. When the statement is tested by nationality and by age, the answers significantly differ where non-Kuwaitis believe that teaching is a rewarding job significantly more than non Kuwaitis ($p= 0.036$). A one-way ANOVA by status, however, showed significance where married participants significantly approved that teaching is rewarding ($p= 0.024$) more than single participants. Yet, it seems that most students joined the English department to improve their English skills. This fact is evident in their answers to statement 7, where %89.4 of the participants stated that they joined the department to improve their English.

The majority of students (%89.4) agree that studying English is fun. The independent variable “GPA” has shown to be most significant in answers to this statement. In a one-way ANOVA by GPA conducted on statement 8, it is clear that GPA is highly significant where $p<0.05$. In addition, a bivariate analysis testing the significance of GPA and nationality in statement 8 shows that the two independent variables interact to provide significant results ($p= 0.012$). Another two-way ANOVA test was performed on statement 8 by GPA by age to show high significance, where $p= 0.013$. It appears that the second age group with high GPA mostly believed that English is enjoyable to study.

In reply to the statement “I study English because I love and admire the English speaking culture,” %84.6 agreed, while a mere %9.6 disagreed. This reflects the integrative motivation to learn English as a culturally admirable language. Moreover, %58.7 of the participants study English because it gives them prestige, as opposed to %30.8. The majority of participants (%52) want to learn English to belong to the English speaking culture; yet. %26 do not agree with this



statement and do not feel it is part of their motivation to learn English.

When responding to statement 18, the vast majority of students (%92.3) agreed that they study English to be able to communicate with people when they travel. Significance was found in a two-way ANOVA conducted by GPA by status on the studying English to communicate when travelling showed significance, $p= 0.026$, where the majority of married participants with low GPA did not agree with the statement .

It was found from analyzing the results that %72.1 of participants are learning English as a challenge, while %11.5 did not agree. An ANOVA test was conducted to elaborate more on these percentages. It was found that when a two-way ANOVA by year in CBE by age was conducted, high significance was found $p<0.05$. the reason seems to be due to the fact that most participants who did not agree with the statement were third and fourth year students aged 30 and above.

Most participants (%86.5) agreed that their study of English is a method to understand a culture which is important to understand. In addition, %82.7 of the participants feel internally satisfied when they study English. As for the pride in the use of English publicly, , although %65.4 agreed, it is quite surprising to see that %19.2 did not know if speaking English publicly fills them with pride.

Evidently, from the data analyzed above, it is clear that the majority of students taking part in this research are internally motivated. Calculating the average of the positive responses in terms of motivation, one can state that %82.8 of the participants are intrinsically motivated to study English.

On the other hand, statements 2, 4, and 17 focus on extrinsic motivation. The response to the extrinsic-motivation based statements was different in terms of positive attitude. The positive replies averaged %64.7, which is about %18 less motivation reflected in comparison with the intrinsic motivation statements. It appears that the average of extrinsic motivation became evidently low due to the belief of the majority of participants that teaching is not a financially



rewarding job (%47.6) and only %28.2 believed it is. It was also noted that %85.6 of the motivation was focused on parent satisfaction, as the majority stated that studying English was their parents' choice. Another important factor affecting extrinsic motivation is found in statement 17. In this statement, most participants agreed that they study English as it is demanded by the professional employment markets. It is evident that %80.8 have been motivated by the demand of the market to study English. A one-way ANOVA by age showed that the majority of participants who did not believe that they chose to study English due to market demands were first graders.

Four statements focused on the combined motivation (both intrinsic and extrinsic). These statements were set in the questionnaire as statements 9, 10, 11 and 12. Although lower than intrinsic motivation, these statements averaged %69 in positive replies. In addition, three out of four statements reflected significant results when interacting with the independent variables. The only statement with combined motivation with no significance when interacting with independent variables is statement 10 "I always do my assignments on time". However, this particular statement reflected positive reaction as the majority agreed to it (%83.7).

The most positive reflection came from statement 9, where %89.4 of the participants agreed that they work hard to improve their English. A one-way ANOVA by GPA showed that participants with high GPA were the ones who mostly agreed. Significance was also found in the replies to statement 11; in which a three-way ANOVA by year by GPA by nationality was found to reflect high significance ($p=0.026$). It appears that second and third year non-Kuwaitis with high GPA mostly agreed with this statement. The final statement with in the combined motivation category inquired about extra reading done on the English subjects studied. While %45,2 agreed with this statement, it was found that the majority of the %31.7 who did not agree with this statement were married students.

The final category of statements did not focus on the available amount of motivation, rather it focused on de-motivation. Two statements looked at de-motivation where an average of %20 of



students seem to have lost a good amount of their motivation to study English due to demanding courses and the difficulty of the language. In statement 6, %68.6 of the participants did not regret joining the English department because studying English is difficult. It was normal to find that the majority of students who did not lose their motivation were those with high GPA. However, a three-way ANOVA by year by GPA by nationality shows significance where $p=0.03$. Not only students with high GPA are motivated, but also Kuwaitis in their fourth year of study.

Although the majority (%43.9) of participants would prefer to take courses with instructors who are not demanding, %22.4 did not agree. This might reflect that the attitude and behavior of the instructors in class might be more important than course demands.

To summarize the main findings, there were four categories that were tested in the questionnaire; namely, intrinsic motivation, extrinsic motivation, combined motivation, and motivation loss. It was found that about %80 of the students are generally motivated to study English in the department, and those students did not lose their motivation since they have started studying in the English department in CBE.

Recommendations

The researchers recommend to teachers or in-service teachers concrete pedagogical steps that they can take to motivate students in the language classroom. The motivational strategies are derived from Dörnyei's and Csizér's (1998) suggestions for teachers. Instructors in the English Department in CBE are recommended to implement the following motivational strategies:

1. Teacher should set a personal example with their own behavior. Dörnyei and Csizér recommended that teachers prepare for lessons, be committed and motivated themselves, behave naturally, and be sensitive and accepting.
2. Create a pleasant, relaxed atmosphere in the classroom. Teachers should bring in humor, laughter and smiles, do fun things in class, and have game-like competitions.



3. Present the tasks properly. To present tasks properly, Dörnyei and Csizér recommended that teachers give clear directions, provide guidance about how to do the task, and state the purpose and utility of every task.
4. Develop a good relationship with the learners. This is a well-known principle that Dörnyei and Csizer let stand for itself—basically, they say, to make the students want to please you.
5. Increase the learners' linguistic self-confidence. The purpose of this strategy is to make sure students experience success regularly. Teachers should also constantly encourage them, demystify mistakes (they are natural), and select tasks that do not exceed the learners' competence.
6. Make the language classes interesting. Dörnyei and Csizér recommended that teachers select interesting, challenging, and a variety of tasks and supplementary materials. They should vary the tasks; build on students' interests rather than tests or grades as the learning impetus, and raise curiosity by introducing unexpected or exotic elements.
7. Promote learner autonomy. Dörnyei and Csizer asked teachers to encourage creative and imaginative ideas, encourage questions, and share responsibility by having students help organize the learning. They should also involve students in choosing the materials.
8. Personalize the learning process. Teacher should try to fill the tasks with personal content that is relevant to the students.
9. Increase the learners' goal-orientedness. Dörnyei and Csizer wrote that teachers can do this by helping the students develop realistic expectations about their learning and by helping them set up several specific learning goals. They suggested that teachers do a need analysis with the students, and help students design individual study plans.
10. Familiarize learners with the target language culture. To do this,



teachers should use authentic materials, occasionally invite native speakers to the classroom, and help establish penpals for the learner.

References

1. Baker, S. C. &MacIntyre, P. D. (2000, June). The role of gender and immersion in communication and second language orientations. *Language Learning*, 50:2, 311-341 .
2. Bialystok, E. &Hakuta, K. (1994).In other words: The science and psychology of second language acquisition. New York: Basic Books, A division of HarperCollins Publishers, Inc .
3. Deci, E.L. & Ryan, R.M. (1985).Intrinsic motivation and self-determination in human behavior .New York: Plenum Press .
4. Dornyei, Z. (2001). New themes & approaches in second language motivation research. *Annual Review of Applied Linguistics* 21, 43-59 .
5. Dörnyei, Z. (2003) Attitudes, orientations, and motivations in language learning. Malden, Mass :Blackwell Publishing .
6. Dörnyei, Z., & Clément, R. ((2001). Motivational characteristics of learning different target languages: Results of a nationwide survey. In Z. Dornyei& R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 399-432). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
7. Fisher, R (1990). *Teaching children to think*. Basil: Blackwell .
8. Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. Baltimore, MD: Edward Arnold .
9. Gardner, R. C. (2001). *Integrative Motivation: Past, Present & Future*. A paper presented at the Distinguished Lecturer Series, Temple University Japan, Tokyo, February 17, 2001 ;Retrieved October 30, 2011, from <http://publish.uwo.ca/~gardner/> Gardner



Public Lecture1.pdf

10. Gardner, R. C. & Lambert, W. (1972). Attitudes and motivation in second language learning Rowley, Mass: Newbury House Publishers, Inc .
11. Gardner, R. C. & MacIntyre, P. (1995). An instrumental motivation study: Who says it isn't effective? In H. Brown & S. Gonzo (Eds.), Readings on second language acquisition (pp. 207 -224). Englewood Cliffs, NJ: Prentice Hall Regents .
12. Gardner, R. C. & Tremblay, P. T. (1998). Specificity of affective variables and the trait/state conceptualization of motivation in second language acquisition. In R. K. Agnihotri et al. (Eds.), Social psychological perspectives on second language learning . (pp. 31-52). New Delhi: SAGE Publications.
13. Huitt, W (2001). Motivation to learn: an overview. Educational psychology interactive . Valdosta, GA: Valdosta State University .
14. MacIntyre, P. D., MacMaster, K., & Baker, S. C. (2001). The convergence of multiple models of motivation for second language learning: Gardner, Pintrich, Kuhl, and McCroskey. In Z. Dornyei & R. Schmidt (Eds.), Motivation and second language acquisition (Technical Report #23, pp. 461-492). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center .
15. Masgoret, A-M., Bernaus, M., & Gardner, R. C. (2001). Examining the role of attitudes and motivation outside of the formal classroom: A test of the mini-AMTB for children. In Z . Dornyei & R. Schmidt (Eds.), Motivation and second language acquisition (Technical Report # 23 , pp. 281-295). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center .
16. Meara, P. & Skehan, P. (1989). Individual differences in second language learning . London: Edward Arnold .

17. Noels, K. (2001) New orientations in language learning motivation: Towards a model of intrinsic, extrinsic, and integrative orientations and motivation. In Z. Dornyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp.43-68). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center .
18. Norris-Holt, J. (2001). Motivation as a contributing factor in second language acquisition [Electronic Version]. *The Internet TESOL Journal*. Vol VII, No. 6. Retrieved December 8, 2011, from <http://iteslj.org/Articles/Norris-Motivational.html>
19. Sawhney, C. (1998). The role of attitudes and motivation in foreign language learning: The case of German in India. In R. K. Agnihotri et al. (Eds.), *Social psychological perspectives on second language learning*. (pp. 119-129). New Delhi: SAGE Publications. Schumann, J. H. (2001) . Learning as foraging. In Z. Dornyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 21-28). Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center .
20. Walqui, A. (2000, September). Contextual factors in second language acquisition (pp. 1- 5). Retrieved November 22, 2011, from ERIC Clearinghouse on Languages and Linguistics database (EDO-FL-00-05) .

Appendix

Motivation Survey

Dear Students:

This is a motivation survey designed to study the motivational orientations for learning English. All information disclosed by you will be treated as confidential. Please respond to the following items as accurately as you can.



Motivational Factors Affecting L2 Learning among Students of the English Department at the College of Basic Education in Kuwait

		Agree	I don't know	Disagree
	when I graduate			
4	I want to be an English teacher because the teaching profession is financially rewarding in Kuwait			
5.	Teaching is not a rewarding job			
6	I regret now that I have joined the English Dept. because studying English is difficult			
7.	I am studying English because I want to improve my English skills			
8	I enjoy studying English because it is fun			
9	I work hard to improve my English skills			
10	I always do my assignments on time			
11	I always prepare in advance			
12	I do extra readings on the English subject I study			
13	I prefer to take my courses with an instructor who is not demanding			
14	I am studying English because I love and admire the English speaking culture			
15	I am learning English because it gives me prestige in my society			
16	I am learning English because I want to belong to the English speaking culture			
17	I am studying English because it is currently in demand by many professional employment markets in Kuwait			
18	I am studying English because the			



		Agree	I don't know	Disagree
	language helps me to communicate with people when I travel abroad			
19	I am learning English as a personal challenge			
20	I am learning English to better understand the culture that is important to understand			
20	Learning English gives me internal satisfaction			
21	I feel proud when I speak English in public			