Enhancing Learners' Motivation and Interest in the EFL Classroom

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ABSTRACT

The present study investigated the attitudes of EFL students towards the idea of motivation and some influences that enhance their motivation in the EFL context. 71 EFL students from the English Department at Hebron University in Palestine participated in the study and completed a 25-item questionnaire. In addition, interviews were held with five EFL instructors from Hebron University to see what motivational strategies they use in EFL classrooms. Also, they were asked to give their opinions regarding different motivational aspects. The results indicated that the students are intrinsically and extrinsically motivated to learn English. Moreover, there was a general agreement between the motivational methods that the teachers use and the preferences of their students. Besides, the students indicated that some boring educational methods should be omitted and replaced by other motivational ones which have matched some of the teachers' opinions regarding that some changes in the curriculum and the way of teaching should be taken into consideration.

Keywords: Attitudes, motivation, EFL classrooms, teachers, motivational strategies

Introduction

Motivation is the secret behind every successful task. Therefore, many educators and researchers considered it as a key to an effective long-term teaching process. And in particular, the role of motivation in EFL classes is undeniable. It creates a joyful teaching atmosphere, builds strong relations between instructors and students, fosters students' love of the target language and ensures students' success in the journey of L2 learning. Thus, the present study has provided a rich literature review that defines motivation, presents the types of it, views the importance of motivation in the EFL context and discusses the major factors that influence EFL students' motivation. Besides that, the study has investigated the attitudes of EFL students at Hebron University towards the ideas that would enhance their motivation as well as the factors that influence their motivation by asking them to complete an online questionnaire. Finally, interviews with English instructors from Hebron University about their opinions towards different motivational topics were included.

Statement of the problem

Motivation is a vital element in the teaching process for developing the quality of teaching and the psychological state of EFL learners and enhancing their level in the English language. However, EFL classes in general face the problem of students' lack of motivation and interest which affects EFL students' success in the target language. There are many reasons behind this problem, like: the boring teaching strategies, activities and materials used in the EFL class, the unskilled English teachers and the teacher-centered class. Therefore, it is crucial that EFL teachers employ plentiful interesting educational methods that take into consideration the real needs of EFL learners to go further with the journey of English learning. Thus, this research aims to give numerous examples of effective motivational teaching strategies to be employed in the EFL classes. Besides, it shows the main factors that affect EFL students' learning depending on common attitudes of a number of EFL learners from Hebron University towards this topic as well as the opinions of five instructors from Hebron University.

Significance of the Study

This study deals with the topic of enhancing learners' motivation and interest in the EFL classroom. This topic is an essential one in the field of English teaching due to the lack of motivation among EFL students which will reflect upon their success and development in the English language. This study is beneficial for the educational institutions in general and any English teacher in particular. It provides them with practical strategies and methods that would create a modern motivational environment that will make L2 learners more engaged and interested in the educational process.

Limitations of the study

The study was conducted by the researchers at the English Department in Hebron University in Palestine during the first semester of the academic year 2020/2021. It is limited to the field of teaching English. It includes a literature review that provides a number of previous studies on the topic of enhancing learners' motivation in the EFL classroom. Finally, due to the corona

pandemic, the researchers collected the data from an online questionnaire posted on Facebook groups for English students and interviews sent through emails to five English teachers.

Objectives of the Study

This study aims:

1. To investigate Hebron University EFL students' attitudes towards L2 learning.
2. To examine Hebron University EFL students' attitudes towards using various motivational activities and teaching strategies in the EFL classroom.
3. To see the relationship between L2 teachers' motivational strategies and students' attitudes towards most of these strategies.

Research Questions

This research is an attempt to answer the following questions:

1. What are the attitudes of EFL students at Hebron University towards L2 learning?
2. What are the attitudes of EFL Hebron University students towards using various motivational activities and teaching strategies in the EFL classroom?
3. What is the relationship between L2 teachers' motivational strategies and students' attitudes towards these strategies?

Literature Review

Motivation is strongly rooted in a number of learning theories. The most prominent perspective on motivation is Skinner's theory of *operant conditioning* (1938, 1957). Weiner (1990) points out that behavioral theories lean towards focusing on extrinsic motivation while cognitive theories deal with intrinsic motivation. Another strong area of research highly relevant to learning is achievement motivation (Atkinson & Raynor, 1974).

What is motivation?

The term motivation has many definitions set by a number of researchers. According to Dornyei (1998), motivation is a key factor in "energizing" individual's behavior and "giving it direction" (p. 117). In addition, Elliot and Covington (2001) described motivation as the cause for humans' doings, wishes and wants. Moreover, in Brophy's (1987) opinion, motivation is a skill gained through one's experiences, communications, expectations and instructions from others. Furthermore, in terms of language learning, Gardner (1985) defined motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 63).

Types of motivation

1. Extrinsic motivation

According to Harmer (1991), extrinsic motivation occurs when people are motivated by external things that encourage them to achieve a goal. L2 learners can be encouraged by extrinsic factors, such as succeeding in an exam, getting a job or studying at a certain university. Also, the idea of reward and punishment is the driving force for learners to be extrinsically motivated.

2. Intrinsic motivation

According to Harmer (2002), intrinsic motivation comes from the person him/herself. In this kind, the process of learning a language itself motivates the learner and not the idea of reward or punishment. Factors like teachers, teaching strategies and environmental surroundings are all examples of aspects affecting intrinsic motivation (Harmer, 1991).

EFL student's attitudes towards learning English

Chalak and Kassaian (2010) examined the attitudes of 108 EFL students who were studying at Islamic Azad University and University of Isfahan in Iran towards English learning. Students' "interest in English, parental encouragement, motivational intensity, attitudes towards learning English, attitudes towards English-speaking people, integrative orientation, desire to learn English, and instrumental orientation" were all taken into consideration (p. 37). The findings showed that the students had positive intrinsic and extrinsic attitudes towards English learning and the English society and people.

The effect of motivation on EFL learners' success

Motivation is the most important factor in learning a language, for it hugely affects the success of language learners (Dornyei, 1997). This is in line with a study conducted by Al Othman and Shuqair (2013) in the Gulf States to see to what extent motivation influences students' English learning by representing several previous studies in this area. The results of the study indicated that motivation has a positive effect on EFL students' success in the Gulf States. In addition, the study recommended teachers follow motivational teaching approaches that come in line with students' educational and vocational needs to increase English learners' motivation.

Similarly, Tuan (2012) examined if motivation has any effect on EFL students at university for Natural Resources and Environment. The study included a questionnaire filled out by 290 students and seven English teachers. The major findings showed that the students are motivated toward learning English; however, they face many problems to succeed in English, such as their inappropriate way of studying and the difficult materials and textbooks they had. In addition, teachers' attitudes are with the use of motivation to enhance the process of English learning.

Factors that influence EFL learners' motivation

Recently, studies have put a huge emphasis on the factors that influence EFL students' motivation (Csizer and Dornyei, 2005; Dornyei and Clement, 2001; Dornyei and Otto, 1998; Oxford and Shearin, 1994). Thus, this study focuses on the most important ones which are: EFL teachers' characteristics and their teaching strategies.

1. EFL Teachers' characteristics

Akbari and Allvar (2010) emphasized the role of EEL teachers' personal features and their educational strategies on students' results. The study included 30 L2 school teachers who were teaching in different schools in Iran. The researchers used the students' final examination to collect data. The study showed that there was a clear relationship between teachers' characteristics, effectiveness and strategies and students' results which demonstrated that teachers play the most influential role in L2 learning and the necessity to test teachers' qualifications to teach English as a foreign language.

2. Teachers' motivational strategies

Dornyei (2001) defines motivational strategies as "the motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p.28). One of the most important factors that affect EFL students' interest is teachers (Dornyei, 1994; Tanaka, 2005). Therefore, Al Kaboody (2013) focused on the role of English teachers in increasing their students' motivation in his study. So, he collected a vast amount of instructional strategies and methods that English teachers can benefit from in their EFL classes to create a perfect motivational environment. In addition, he focused on the idea that teachers must combine various teaching strategies and take into account students' interaction with each and every strategy. Finally, the study concluded with the fact that teachers' behaviors affect learners' motivation.

In addition, Nguyen and My (2020) investigated three English teachers' usage for different motivational methods in ten high schools in the Mekong Delta in Vietnam. 416 students were taught by 30 EFL instructors. Students were asked to fill out a questionnaire to know their attitudes towards the used motivational strategies. The results of the study revealed that the teachers were employing the top known motivational methods. In addition, students indicated that their teachers' strategies have contributed to motivating them. Also, students have recommended that other motivational methods should be used. Finally, the study suggested that EFL teachers have to employ the main motivational strategies and must take into account the preferable ones to their students. Likewise, Papi and Abdollahzade (2012) examined the relationship between motivational methods used by teachers and students' attitudes towards the used teaching styles in EFL classes in Iran. Thus, classroom observations were held in 26 EFL secondary school classes that consist of 741 students and 17 teachers. In addition, the learners were asked to complete a questionnaire containing items related to motivation. The outcomes of the study revealed that there is a clear relationship between teachers' motivational strategies and students' motivational attitudes.

Moreover, Mceown and Takeuchi (2014) investigated the success of 17 motivational methods utilized by an instructor in an EFL class that consisted of 222 students in a Japanese university. And to do so, the researchers have studied the shift that each motivational method affected students to recognize the way teachers affect their students' level of motivation. Thus, students were divided into two groups according to their motivational levels and English language skillfulness and asked to fill out a number of questionnaires. The results indicated that

the two groups were having different orientations towards some of the used motivational strategies, but they were having the same behaviors towards other ones. In addition, the results also suggested that teachers should take into account the levels of learners' motivation and skillfulness in English to generate an effective motivational environment.

Demotivation
Dornyei (2001) defined demotivation as "specific extent forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (p.143). Researchers mentioned a number of reasons that cause motivation as clarified in the following section:

Reasons for EFL students' lack of motivation
According to Lumsden (1994), the idea of making students motivated and interested in L2 learning is a kind of a challenge for parents, teachers and the students themselves. And as viewed by Dornyei (2001), there are many primary aspects affecting EFL students' motivation negatively, such as: teacher's unfavorable personality, his or her inappropriate teaching strategies, teaching institutions that are disqualified in terms of containing a high number of students in classrooms, lack of students' trust in themselves, students' negativity toward the target language and the unfavorable materials used in the class.

Besides Dornyei's study, Sakai and Kikuchi (2009) have analyzed five demotivating factors influencing 656 students from four Japanese high schools by distributing questionnaires on them. The five factors were "learning contents and materials, teachers' competence and teaching styles, inadequate school facilities, lack of intrinsic motivation and test scores." (p.57). The results revealed that teaching materials and exam results were the most demotivational factors for a large number of the Japanese students; however, teachers' capacity and teaching strategies were having a less effect on students' lack of motivation towards EFL classes.

Moreover, Bahous, Bacha and Nabhani (2011) conducted a study that showed the difficulties that face EFL students which demotivate them by interviewing students and asking for teachers' views on this issue. The results revealed that the reason behind students' lack of motivation in EFL classes is due to the high focus on writing rather than the other learning skills and the use of boring materials. In addition, teachers are not satisfied with students' lack of interest and the curriculum that doesn't give much attention to the communicative approach.

Methodology
This section describes the design of the study, the participants, the instruments and the data collection procedure.

Design of the study
The present study is a descriptive one, for the collected data was gathered through an online questionnaire for English students and interviews with instructors.

Participants

The study was carried out in the first semester of the academic years 2020/2021 at the English Department at Hebron University in Palestine. The study enrolled 71 EFL students aged between 18 and 38 who completed an online questionnaire. The participants were 59 females and 12 males from different academic levels. To illustrate, 8 students were juniors, 56 were seniors and 7 were graduates. Moreover, five EFL instructors from Hebron University participated in the study and took part in the interviews.

Table 1
Demographic data

Variables		Frequency	percentage
Gender	Male	12	16.9%
	Female	59	83.1%
	Total	71	100%
Age	18	3	4.2%
	19	10	14.1%
	20	30	42.3%
	21	14	19.7%
	22 and above	14	19.7%
	Total	71	100%
Year of Study	First	2	2.8%
	Second	6	8.5%
	Third	36	50.7%
	Fourth	20	28.2%
	Graduated	7	9.9%
	Total	71	100%

Table 1 shows 2 aspects regarding the students' demographic data. The first noticeable thing is that the majority of the respondents were females which mirror the overall population of Hebron University students (Farrah, 2014). To illustrate, the study included 59 (83.1%) females and 12 (16.9%) males. Secondly, the participants differed in their academic level. 36 (50.7%) students were in their third year, 20 (28.2%) were in the fourth year, 7 (9.8%) were graduates, 6 (8.5%) were sophomores and finally 2 (2.8%) students were freshmen.

Instruments
The researchers used two instruments for collecting data which are an online questionnaire and an interview to attain the objectives of the study. The questionnaire included twenty five items designed with the aim of knowing students' attitudes towards the ideas that enhance their motivation as well as the factors that influence their motivation. The researchers developed their questionnaire depending on the recent literature review in the field of motivating EFL learners. The questionnaire consists of two main sections. The first section presented the demographic data (students' gender, age and year of study). The other section consists of 25 items about students' attitudes towards the factors that enhance their motivation. Students' answers ranged from 1 (strongly disagree) to 5 (strongly agree) on Likert scale.

Data Collection Procedure
The researchers distributed their a 25-item online questionnaire electronically to EFL students from different academic levels at Hebron University during the last week of the second semester of the academic year 2020. The 71 participants were helpful and pleased to answer the questionnaire. The questionnaire's reliability was calculated, and it revealed that the Cronbach Alpha Coefficient of it was (r = .82) indicating a very good degree of internal reliability, and showing that the questionnaire was a good tool for the aim of the current study. Besides the questionnaire, interviews with 5 EFL instructors from Hebron University were conducted.

Data Analysis Procedure
This study is considered as a quantitative and a qualitative one. The questionnaire's data (percentages, means and standard deviations) were analyzed statistically by using the SPSS program; while the interviews' data were analyzed by offering a qualitative analytical content.

Results and discussion of the questionnaire items
The 25 items of the questionnaire were designed originally to know the attitudes of Hebron University EFL students towards the idea of motivation in the EFL context and the factors that enhance their motivation.

Table 2
Means and standard deviations of the items that are related to intrinsic and extrinsic motivation

N	Intrinsic and extrinsic motivation	N	Mean	Std. D.
3	I study English because it is useful for my future career.	71	4.18	.95
2	I study English because I enjoy learning it.	71	3.70	1.02
1	English classes are enjoyable.	71	3.62	.817
4	I study English because my parents encouraged me to do so.	71	3.20	1.16

As Table 2 shows, the students have positive attitudes towards L2 learning. They are intrinsically and extrinsically motivated to learn English which comes in line with the results of (Tuan, 2012; Chalak and Kassaian, 2010). The items that reflect students' extrinsic motivation

are items number 3 and 4. Item number 3 got the highest agreement among the students (m= 4.18) "I study English because it is useful for my future career." Similarly, Chalak and Kassaian (2010) emphasized that one of the factors that encourage students to study English is to get a career in the future. However, item number 4 "I study English because my parents encouraged me to do so." got the lowest degree of agreement (m= 3.20) which reflects that the majority of the students' parents were not the main cause for motivating them to study English. This contradicts the results of Chalak and Kassaian's (2010) study that referred to that "78.47% of the students agreed that their parents try to help them learn English and encourage them to practice and continue studying English." (p. 45). The other remaining items reflect students' intrinsic motivation. Item number 2 "I study English because I enjoy learning it." got (m= 3.70) and item number 1 "English classes are enjoyable." got a close mean (m= 3.62) which indicates that the process of learning English itself enhances their motivation.

Table 3
Means and standard deviations of the items that are related to the participants' opinions towards their English learning strategies

N	Students' opinions towards their English learning strategies	N	Mean	Std. D.
17	I have a future self-image that is accompanied by relevant and effective procedural strategies to achieve my goals.	71	3.75	.91
16	English students do not have appropriate learning strategies.	71	3.45	1.01
15	English students do not set effective study goals.	71	3.27	.98

According to Table 3, the participants use effective and appropriate strategies to learn English which would increase their motivation to fulfill their goals as indicated by item 17 "I have a future self-image that is accompanied by relevant and effective procedural strategies to achieve my goals." that took a good rating (m= 3.75). In addition, "English students do not have appropriate learning strategies." got (m= 3.45) and "English students do not set effective study goals." got (m= 3.27) which reflects that the participants did not totally agree with those items. However, the items have a positive indication that demonstrates the effectiveness of the strategies that the students utilize in L2 learning which would come up with enhancing their motivation. On the contrary, the study of Tuan (2012) demonstrated that the participants face many problems to succeed in English, such as their inappropriate way of studying.

Table 4
Means and standard deviations of the items that are related to the participants' opinions towards the idea of motivation and the factors that affect their motivation

N	The participants' opinions towards the idea of motivation and the factors that affect their motivation.	N	Mean	Std. D.
19	There are many boring tasks and materials used in the EFL classes that should be replaced by other interesting ones	71	3.90	.91
20	Good teaching methods have the most influence on my English learning.	71	3.77	1.13
5	Motivation has a big influence on my English outcomes.	71	3.72	.93
6	I need to be motivated to study English better.	71	3.69	.98
18	The materials used in the EFL classes are of little interest to me.	71	3.46	.88
25	English teachers play the most influential role in encouraging me in my learning process.	71	3.451	1.05
21	My English teachers motivate me to get high results.	71	3.39	1.06
22	Teachers' evaluation and feedback are unfair and do not give any attention to my intellectual level.	71	3.27	1.01

Table 4 shows the participants emphasis on the need for motivation to get good results and to study English better as mentioned by items number 5 "Motivation has a big influence on my English outcomes." (m= 3.72) and number 6 "I need to be motivated to study English better." This comes in line with the results of Al Othman and Shuqair's (2013) study which showed that motivation affects EFL students' success positively. In addition, one of the factors that influence their motivation is their teachers' teaching methods. Item number 20 pointed out that teacher's use of good teaching methods hugely influences the students' learning and eventually will increase their motivation which comes in line with the results of the study of Papi and Abdollahzade (2012). Another factor that contributes to promoting learners' interest is the used tasks and materials in EFL classes. Item number 19 "There are many boring tasks and materials used in the EFL classes that should be replaced by other interesting ones." got a high rating (3.90) indicating that not all of the employed tasks and materials are bad but some changes on the curriculum should be made to fit the likings of the students. This is proven by item number 18 "The materials used in the EFL classes are of little interest to me." that did not get a high rating (3.46) which confirms that their teachers utilize beneficial tasks and materials, but not all of them are interesting and enjoyable. Similarly, Bahous, Bacha and Nabhani's (2011) study indicated that the boring materials demotivate students and don't fit their likings. Moreover, the other factor is related to the teachers themselves. Item 25 "English teachers play the most influential role in encouraging me in my learning process." took (m=3.451) referring to that their English teachers don't have a great influential role to motivate them. The participants confirmed this point by giving a close degree of agreement to item 21 "My English teachers motivate me to get high results." (m=3.39) emphasizing that a high number of the participants saw that their teachers don't encourage them to achieve good outcomes which would impact their motivation negatively. However, item 22 "Teachers' evaluation and feedback are unfair and do not give any attention to my intellectual level." got a low rating (m= 3.27) indicating that their English teachers are fair and don't ignore students' efforts and intelligence which would encourage the students to work hard and achieve the results they deserve.

Table 5
Means and standard deviations of the items that are related to teachers' characteristics

N	Teachers' characteristics	N	Mean	Std. D.
23	The good English teacher must be caring and supportive.	71	4.18	.92
24	The ideal English teacher is supposed to be inspirational and humorous.	71	3.91	.91

Table 5 shows two items related to English teachers' characteristics which are items number 23 and 24. Item number 23 "The good English teacher must be caring and supportive." got the second-highest rating among all of the 25 items (m= 4.18) and item 24 "The ideal English teacher is supposed to be inspirational and humorous." got a high rating too (m= 3.91) which reveals that one of the necessities for the success of the EFL class is to have a teacher with characteristics that would create a motivational environment, take into account the psychological state of the students and deal with them as humans and friends more than students. This comes in line with the results of the study of Akbari and Allvar (2010) that pointed out that the teacher must treat students "as individuals" and "acknowledges the feelings of students" (p. 14). Also, the mentioned study revealed that there is a clear relationship between teachers' characteristics and students' results. Moreover, teachers' behaviors affect students' motivation as revealed by Al Kaboody (2013).

Table 6
Means and Standard deviations of the items that are related to motivational strategies

N	Motivational strategies	N	Mean	Std. D.
10	Bonus marks motivate me.	71	4.27	.89
11	The praise from teachers motivates me.	71	4.15	.88
8	Giving my opinion about a certain topic in an EFL class can motivate me.	71	4	.86
7	Talking with the teacher about things that are not related to class materials motivates me.	71	3.80	.99
9	Cooperative activities motivate me.	71	3.79	.84
13	Using literature in the language classroom is motivating.	71	3.66	1.07
12	Introducing audio tapes and videos in English classes is interesting.	71	3.61	.95
14	PowerPoint presentations motivate me.	71	3.15	1.15

According to Table 6, the students have positive attitudes towards most of the motivational activities and strategies mentioned in the questionnaire which puts an emphasis on teachers' motivational strategies in increasing learners' motivation. Many items got excellent ratings, such as items 10, 11 and 8. First of all, the item that got the highest rating out of all of the questionnaire items is item number 10 "Bonus marks motivate me." (m= 4.72) which means that using bonus marks is an effective strategy that teachers must employ to upgrade their

students' motivation and make them more engaged and interested. Likewise, the results of (Nguyen and My, 2020; Tuan, 2012) studies showed that using bonus marks is a good motivational method for students. In addition, the mean of item number 11 "The praise from teachers motivates me." is (m= 4.15) which reveals that teachers must reward their students by praising them for the good things they do to foster their motivation, self-confidence and love of the English language which will be reflected on their educational, social and psychological state. Moreover, item 8 "Giving my opinion about a certain topic in an EFL class can motivate me." got (m= 4) which refers to that students like to give their opinions in EFL classes, so EFL teachers should take this point into account to create a perfect motivational and student-centric atmosphere.

In addition to the former items, there are some items that got high agreement among the participants which are items 7, 9, 13 and 12. Firstly, item number 7 "Talking with the teacher about things that are not related to class materials motivates me." got (m= 3.80) reflecting that EFL teachers should care about giving some of the lecture's time chatting with their students without putting excessive personal boundaries hindering any unrelated conversation to the class. Secondly, the mean of item number 9 "Cooperative activities motivate me" is (m= 3.79) which points out that a large number of the participants like working in groups, for they offer a motivational environment enabling students to help each other. Likewise, Al Kaboody (2013) confirmed the importance of students learning in groups in his study. Thirdly, literature is a good strategy for the participants' encouragement as referred by item 13 "Using literature in the language classroom is motivating." which got (m= 3.66). Finally, utilizing "audio tapes and videos in English classes", which got (m= 3.61), is another helpful strategy in increasing the levels of learners' interest and making them more engaged and focused.

At last, the remaining item got the lowest rating out of all the previous items (m= 3.15) which shows that the participants didn't totally agree that "PowerPoint presentations" are motivating. This could be due to some teachers' over-focus on using them without employing various educational strategies.

Interviews

The researchers conducted a 5-question interview with five EFL instructors from Hebron University to know their opinions towards different aspects regarding their experience of teaching English as a foreign language and to see their own experiences of using motivational strategies with their students. This section contains the five interview questions and content analysis of the responses of the five interviews.

Results and discussion of the interviews

Question 1: What are the most important strategies that you use to help your students engage effectively in the classroom?
The five interviewees covered a number of helpful strategies that they use to enable their students to engage effectively in the EFL classroom. There were some common strategies used among them, such as group working. Four instructors emphasized the importance of group working in the engagement of students. Interviewee 2 referred to that collaborative working increases the effectiveness of English learning, so he tries" to create scaffolding for the less advanced learners by encouraging them to work with more accomplished students in teams.". This goes in line with the likings of the participated EFL students in the questionnaire. High agreement was given to item number 9 "cooperative activities motivate me." (m=3.79) which indicates that group working is one of the most preferable activities for both students and teachers. Likewise, Al Kaboody (2013) confirmed the importance of students learning in groups in his study.

Another strategy discussed by interviewee 1 is "encouraging the competitive atmosphere" among students by using "competitive games" as mentioned by interviewee 5. Moreover, interviewees 3 and 5 focused on that the EFL classroom should be student-centered, which is similar to the findings of the study of Bahous, Bacha and Nabhani (2011) that emphasized the importance of creating a student-centric class. So, the interviewees allow students to give their opinions freely. This is similar to item number 8 in the questionnaire that referred to "Giving my opinion about a certain topic in an EFL class can motivate me", that got (m= 4) indicating a high percentage of agreement among the participants. Finally, other interesting methods were covered, such as being caring and friendly with students, which matches item 23 (m= 4.18) in the questionnaire, employing practical techniques like using different technologies and implementing the techniques of reward and praise, which goes in line with item 11 in the questionnaire that got (m= 4.15).

Question 2: What are the reasons for students' lack of motivation in the EFL classroom in your opinion?
According to the interviewees, there are many causes of the problem of students' lack of motivation. First of all, students' lack of confidence and their fear of committing mistakes were mentioned by the interviewees 3 and 4. Therefore, Al kaboody (2013) focused on the role of teachers to increase their students' motivation. Secondly, interviewee 1 referred to important and common demotivators for students, such as "Teacher's traditional teaching methods, boring lectures, teacher-centered classroom and lack of praise, competitive atmosphere and varied activities". Similarly, the results of the study of Bahous, Bacha and Nabhani (2011) revealed that "Teachers should also motivate learners by choosing topics that interest students and not teachers. Setting up a conductive environment with relevant and interesting activities is also very important. Classes should be learner centered and not teacher oriented. " (p. 39). In addition, interviewee 5 reflected that using complex materials results in students' lack of understanding which therefore demotivates them. Also, she added that "not using students' first language at all can create anxiety for lower-level learners" which will cause the trouble of

students' inability to participate and enjoy the class. However, interviewee 3 saw that students not speak in Arabic and use only English in EFL classes is motivating to them.

Question 3: What are the possible solutions to the problem of students' lack of motivation in the EFL class in your opinion?

Group work was suggested as a solution by interviewees 1, 2 and 5 to solve the problem of learners' lack of motivation. Interviewee 2 explained that he uses "pairs and teams to provide peer motivation and example for students, particularly those who need the scaffolding of others sharing in the risk of embarrassment.". This comes in line with students' attitudes as referred to in item 9 in the questionnaire that got (m= 3.79). In addition, interviewee 1 suggested that using "information", "media literacy" and "technology literacy", such as utilizing "videos, games, images and applications" as illustrated by interviewee 5 contributes to solving students' lack of interest. Moreover, building and increasing students' self-trust is another solution given by both interviewees 2 and 3. Also, interviewee 3 added that the teacher must start with "simple assignments", like allowing them to write about their favorite subjects". Furthermore, interviewee 1 mentioned vital elements that would solve the problem of demotivation in EFL classes, which are "critical thinking, creativity, flexibility, leadership, productivity and social skills". Finally, interviewee 4 mentioned that speaking English all the time with students is the solution.

Question 4: What are the benefits of using motivational activities, materials and teaching methods in the EFL classroom?

Interviewees 1, 4 and 5 pointed out that motivational activities are substantial in the language classroom to make students engaged and interested in the learning process and to enable them to apply "the target language, especially when there isn't an opportunity to practice the learned material authentically in the L2 country." as mentioned by interviewee 5. Besides that, interviewee 3 referred to that motivation enhances students' language skills. Moreover, interviewee 2 discussed that motivating students by allowing them to teach something in the class makes them motivated which will enhance students' "confidence and the knowledge base".

Question 5: Do you believe that there are some boring tasks, activities, materials and teaching strategies used in the EFL classroom that should be changed and replaced by other interesting ones to enhance students' motivation? And if there are, please provide some specific examples of these things.

Interviewee 3 suggested that boring activities and materials should stop and be replaced by other motivational ones. This is in line with students' attitudes in item 19 which reflects that same idea. Moreover, this is similar to the findings of Bahous, Bacha and Nabhani's (2011) study which reflected that teachers must select materials that match students' likings not teachers' ones. Numerous examples were given by the five instructors towards this issue. Firstly, interviewees 1 and 2 indicated that students should be given more time to speak and interact in the class because that would motivate them and enable the class to be more student-centered. This is similar to what students desire as indicated by item number 8 in the

questionnaire "Giving my opinion about a certain topic in an EFL class can motivate me" that took a general agreement among students rating (m= 4). Secondly, implementing traditional educational strategies and boring activities must be changed as viewed by interviewee 1. The given replacements were: using materials and activities which match students' interests, like utilizing games and asking questions according to interviewee 3. In addition, interviewee 5 discussed that "asking surprise questions to specific students as an attempt to force focus is a strategy that must end. Instead, inform students beforehand of a discussion class and give them questions to think of before coming to the lecture. This will motivate them, and give them room to participate without anxiety.". Finally, interviewee 4 pointed out that using Arabic in English classes should stop and all EFL teachers must speak in English with their students to increase their motivation.

Conclusion

The present study focused on the student's attitudes towards learning English and the motivational strategies that their teachers use. The questionnaire has asserted that the students are intrinsically and extrinsically motivated to learn English. In addition, teachers' motivational strategies and characteristics are very important to encourage EFL students. Moreover, there are many boring and traditional strategies that should be changed and replaced by other interesting ones to enhance EFL learners' motivation. The interviews have proved that teachers' motivational strategies go in line with students' attitudes. Also, the instructors pointed to some demotivators in the EEL context and suggested some solutions. Finally, the researchers recommend English teachers to put more effort into upgrading the educational and the psychological state of their students.

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