

Chapter 22: Motivation in the Language Classroom: A comparison between Saudi Arabia and New Zealand Students. Case Study: Tawa College.

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Abstract: The main aim of the program of (Khabrat) or experts of Saudi Arabia is transferring foreign experiences to Saudi Arabia for developing education and learning. For me as an expert sent to NewZealand, I am doing this study to show the challenges and problems facing learning and teaching foreign languages in Saudi Arabia and trying to overcome them using what I had seen and studied in NewZealand concerning learning foreign languages. To me, motivation is the main obstacle stands against teachers and learners in Saudi Arabia. This leads me to study motivation and analyze its main parts and components. Also, I am trying to compare learning and teaching foreign languages in both Saudi Arabia and NewZealand. I studied Tawa college in NewZealand to benefit from teaching foreign languages there trying to convey their strengths to teaching foreign languages in Saudi Arabia mainly coping with the problem of motivation and matching the 2030 Vision.

The main thing I focus on is the quality not the quantity and enhancing the intrinsic side of motivation more than the extrinsic side, which means creating desires and need to learn a foreign language. This project examined the role of motivation in language learning through reviewing some of the most considerable studies and research in this field and questionnaire in this project. **Motivation** is a fundamental key in the development of language skills and learning. Teachers must help students to research the areas where they do not expect it. I collected data via the questionnaire, the interview and observation. The conclusions drawn are to be benefited from in Saudi Arabia.

1Introduction

Motivation is the main problem which confronts learning foreign languages in Saudi Arabia especially English which is taught from Grade four. 1990s studies announced that most of the failure in learning English in the Saudi context was because of students' low motivation in which they doubted the importance of learning English in their communication and careers. Nation (2013) claims that there are three crucial characteristics of EFL :the classroom activities, no clear learning need and studying languages as compulsory subject. (Al harthi,2016) sees that English language exposure in Saudi schools is low in terms of proficiency levels and the students' achievements in pre- and post-secondary schools. According to Altalib (2019) learners with high levels of motivation and positive attitudes regarding the learning environment are often willing to communicate and successfully learn the language. Some scholars like Basturkmen, 2010 claim that the textbooks that are relevant to learners' needs and interests may increase learner's language motivations. (Altalib,2019). Teachers usually give more care for their teaching practices and neglect the motivational aspects in the curriculum.

What is motivation?

According to Dörnyei (2003) motivation affects (emotion) and cognition:" It has been characterized as a process that is in constant flux, going through ebbs and flows." In addition, motivation is an internal factor(individual curiosity and interest) and an external factor (the learner's environment and language attitudes influenced by the relationship within language

communities).(Dörnyei,2014).This means motivation is accountable for why learners decide to learn a foreign language, how long they are willing to endure the activity, and how they are going to strive towards it.

Robert Gardner (1985)'s defines motivation as "The desire to do so and the satisfaction experienced in this activity". This high lights achieving goals; the willingness of learner to learn the language and finally the satisfaction with assignment of learning the language. Crookes and Schmidt (1991) directed their definition to internal and external features. The internal feature holds the learner's interest in the L2, constructed from prior knowledge, previous experience, the learning environment, and the outcomes received by the learner.(Keller,1983).While, the external behavioral depends on students' engagement in the foreign language learning process, Persisting in the process over an extended period time, returning to the L2 voluntarily after interruptions to learning process, and maintaining high levels of effort. (Naer& Archer,1987).These two definitions will lead the project to investigate which type of motivation is important to motivate Saudi students to learn foreign language and which kind of motivation that motivates NewZealand students. A Review of Motivation Theories

A major focus of this project is an examination of the factors which impact upon the motivation of foreign language students who are learning a foreign language in Saudi Arabia and NewZealand. Consequently, it is significant to review the theories that precedes this project in an effort to place it in context.

A basic idea when exploring motivation theory is that ' There is no single motivation theory suited to an understanding of all factors involved in motivation behavior.' Landy and Becker (1987) Dickinson (1996) claims that influences on an individual's motivation and is likely to be many and likely to be complex.

There are various motivation theories from different social, educational, and cognitive perspectives, that have been suggested to explain the nature of motivation in the field of foreign language learning.The most dominant and leading models in this field is Gardner's socio-educational model. Motivation is a central concept in this model, and it refers to "the combination of effort and desire to achieve the goal of learning the language and favorable attitudes towards learning the language" (Gardner,).

The way motivation is defined within the socio-educational model can clearly show that motivation needs to be assessed in terms of three components which are: individuals' desire and attitudes to learn a language, and individuals' motivational willingness to make an effort in learning the language. This model identifies integrative and instrumental types of motivational orientations. Integrative orientation refers to a sincere and personal interest in the people and culture represented by the other language group.(a desire to learn a language in order to communicate and socialize with the community group of the target language). Instrumental motivation, on the other hand, refers to individuals' desires to learn a foreign language to achieve external or practical goals such as getting a job. Individuals who have integrative motivation are likely to achieve higher language progress than those who are not (Gardner and Lambert, 1972). In order to measure language learners' motivation and attitudes, Gardner created the Attitude Motivation Test Battery (AMTB). The Attitude Motivation Test Battery is a questionnaire that is made of a set of statements, and learners need to rate these

statements using a scale. The AMTB has been widely used and translated into different languages (Gardner, 2004).

Deci and Ryan's (1985) dealt with self-determination theory to address learners' three psychological needs: competence, autonomy, and relatedness (Komiya, 2009). They identified three major categories of motivation: intrinsic, extrinsic, and a motivation. Intrinsic motivation simply "refers to doing something because it is inherently interesting or enjoyable." Extrinsic motivation, on the other hand, refers to doing something to gain external benefits, such as money, grades, jobs, etc. The third type of motivation is referred to as "a motivation" which is a term created by Ryan and Deci to refer to "lack of personal control over outcome which are thought to motivate human behavior" (Ahmed & Bruinsma, 2006). Indeed, a motivation is the opposite side of intrinsic and extrinsic motivation because a motivation is describing the case of learners who lack motivation and do not value the learning itself or its outcome (Noels, 2001).

Dörnyei argues that learners' type and level of motivation can vary over time. Dörnyei has recognized the dynamic nature of motivation. He adopted a process-oriented approach that views motivation as a construct that has a multistage temporal process¹ (1) Pre actional stage, (2) actional stage, and (3) Post actional stage. The preactional stage is the stage of generating motivation and setting the initial goals. The second stage, which is the actional stage, involves maintaining individuals' motivation as well as self-regulation. Finally, the postactional stage, which is the last stage since it involves evaluating learners' past experience.

Types of motivation

Harmer (1991) categorizes the motivation in second or foreign language learning into two types: Short-term goal which focuses on learners wish to succeed in achieving something in the future like passing their examination, and Long-term goal refers to a wish of learners to get a better job or to communicate with people who use the target language.

Krashen (1988) tackled integrative motivation and instrumental motivation. Integrative motivation is the desire to speak the target language by participating or integrating in the second language using the same language in that community involving emotion or affective factors a great deal. (Saville-Troike, 2006). Instrumental motivation is the concept of purely practical value in learning the foreign language in order to increase learners' career or passing a course of their study. (Saville-Troike, 2006).

Arnold 2000 divides motivation into Extrinsic motivation (external need or a desire to get a reward and avoid punishment) which includes integrative and instrumental motivations, and Intrinsic motivation (the learners' willingness to learn what they believe is better or important for them). Furthermore, intrinsic motivation pushes learners to learn without rewards, because the need is innate or comes from inside their own will.

Fundamental motivational behavioral principles

Motivational strategies are more than offering rewards and punishments.

Other motivational techniques in learning situations must be included. Generating motivation is a fundamental aspect of any motivational teaching practice. Any motivational practice needs to be an ongoing activity. Dörnyei (2014) states that well-chosen strategies that suit both teachers and their learners could be sufficient to make a positive motivational environment in the classroom. The goal of motivational strategies is quality rather than quantity. (Dörnyei, 2014).

Teachers should have self-directed attention in order to locate any personal interest in task or subject, clarify the purpose, process and outcome criteria of the task, retains a focus on the purpose and outcome criteria, pursue coherence, relevance and meaning. Teachers should search for interest in task or subject, initiate, persevere, direct attention to the task in hand, be responsive and volunteer information, get started

Without complaining or moaning about having to get on with learning, get started without using delaying tactics, and imagine what it feels like to success.

Literature Review

Over the last years, the concept of motivation has changed and developed in recent years. Dörnyei(2005,2009) suggested a new framework of motivation . It is known as the L2 motivational self-system. This system lies in transferring the focus of motivation to the internal field of the self-concept of L2 learners. The foundation of the L2 motivational self-system was based on major empirical research in the field of psychology. Dörnyei 's motivational self-system model consists of three components that are the major sources of L2 motivation: the ideal L2 self, the ought-to L2 self and the L2 learning experience. The ideal L2 self is the internal vision of an ideal self-image of an L2 Similar to the classical notion of intrinsic and integrative motivation The ought-to L2 self is to some extent a less-internalised future vision of what one should become. It is similar to fulfilling external wishes-family wishes and expectations.(Altalib,2019). Dörnyei (2012) explains the L2 learning experience component involves "situation specific motivation related to the immediate environment and experience ". (Altalib,2019).Dörnyei(1990) proposes that integrative motivation might catch little relevance for foreign language learners. Actually, Dörnyei thinks that instrumental motivation and the need for achievement are joined as achievement is essential to realise instrumental goals. (Yates E.,1998).

Some review of literature indicates that that some certain people favour a singular (e.g., visual) mode of learning: whereas, others tend to favour integrated modes of learning (e.g., auditory plus visual) (Sarasin, 1998). Foley (1999) argued that the concept of learning style is very useful for identifying the internal and external variations in how individual learners learn and process information. He also points out that learning style helps individuals to improve their interaction within education environments.

Paul Nation is Emeritus Professor in Applied Linguistics at the School of Linguistics and Applied Language Studies (LALS) at Victoria University of Wellington, New Zealand. He has proposed several strategies for students' low motivation to learn a foreign language. He claims that low motivation can have many causes: learning compulsory foreign languages. (Teaching English in Saudi school is compulsory. I totally agree with Nation's opinion.),bad teaching or lessons that are too difficult, and the learners having unrealistic expectations of how easy it is to learn a foreign language.

Nation (2013) suggested some guidelines to motivate the students who have low motivation:

- Make the classes interesting by using learner surveys to find learners' wants and interests.
 - Make the classes relevant by explaining why things are being done.
- Show how the class content relates to future assessment

-Get rid of "busy-work" and Personalize tasks

- Ensure the learners are successful by tasks or roles.

-Use standardized procedures

-Involve the learners by using some group-work activities.

- Allow shy learners to contribute in their own way by using some group assessment.

Statement of the problem

After studying English for 9 years, Saudi students are unable to speak or write a single sentence in English. This raises many questions about the motivation of Saudi students to learn foreign language. There is no doubt that Saudi students have lack of motivation to learn foreign language. We must know well the education system in the Kingdom aims to provide students with proficiency in English as a way of acquiring knowledge in the fields of sciences, arts and new inventions, and of transferring knowledge and the sciences to other communities, in an effort to contribute to the spread of the faith of Islam and service to humanity. (Ministry of Education, Policy of English, 2002).

Objects of this project

This project was conducted to identify the factors of motivation affecting New Zealand students to learn foreign language and apply these factors on Saudi students to motivate them to learn foreign language.

Project Question:

What are the main factors effecting New Zealand students to learn foreign languages? Can we use these factors to motivate Saudi students to learn foreign language?

Subjects

The subjects in this study were 33 students ,17 French language level 9 , 9 Japanese language level 13 and 8 English language learning level 10.I chose different levels in order to identify and measure the motivation of students during three different ages .The first level was level 9 .In this level the motivation may be impacted by keen of students but the level 10 the motivation may affected by the ability of students and the level 13 students have improved their skills in target language .Motivation in three levels may be intrinsic and extrinsic. The second subject of this project is teachers of native and foreign language, one teacher of French language, one teacher of Japanese language and five teachers of English language. In addition to that I chose three teachers of different subject because they have experience of motivation in teaching.

Significance of the Study/the research

A major focus of this project is an examination of the factors which impact upon the motivation of foreign language students who are learning a foreign language in Saudi Arabia and new Zealand.

The project benefited greatly Dörnyei's (2001) framework of motivational teaching practice in the L2 classroom which depended on creating the basic motivational conditions in a supportive atmosphere in the classroom, encouraging positive retrospective self-evaluation(by promoting motivational attributions),generating initial motivation by increasing the learners' expectancy of

success and making the teaching materials relevant for the learners, and maintaining and protecting motivation by making learners stimulating and enjoyable and creating learner autonomy and promoting self-motivating strategies, and promoting cooperation among the learners.

Methods

This project will discuss why Saudi students are demotivated to learn English language and compare them with new Zealand students. To make a comparison between Saudi students and new Zealand students, the case study of this project is Tawa College. Tawa College is a co-educational state school and students from age 13 to 18 attend the school. Tawa College has 1412 students on the roll. This includes 17% of students who identify as Māori and 14% who are of Pasifika heritage. There are 61 different international

ethnicities at the school and the number of male and female students is approximately even at 50% each. Tawa College offers three languages, French,

Japanese and TeReo Māori. Students can take a language from Year 9 to Year 13. In 2019 the numbers are as follows: Japanese Year 9 (88); Year 10 (40); Year 11 (17); Year 12 (13); Year 13 (8) French Year 9(89); Year 10 (28); Year 11

(18); Year 12 (4); Year 13 (4) Te Reo Māori Year 9 (75); Year 10 (29); Year 11 (22);

Year 12 (22); Year 13 (4). (source, principal of Tawa College)

The analysis of questionnaire that distributed to students and teachers will expose why the New Zealand students are more motivated than Saudi students to learn foreign languages learners to determine future goals (Dörnyei, 2003)

The data- gathering instruments the questionnaire

The questionnaire of students contained twenty seven questions. These questions required the respondents to choose strongly agree, agree, disagree and strongly disagree. The teacher's questionnaire contained 14 questions. Questions 1 to 12 required to answer strongly agree, agree and disagree. Question 13 is open answer about teacher's opinion and number 14 required to answer yes or no. The respondents to these questions were later studied to determine the extent to which types of motivations could be considered to be influencing students to learn foreign language.

The observation

The observation could observe the students in action in the classroom in order to investigate the extent to which type of motivation that students have to learn language and how teacher can boost students' motivation to learn foreign language. The observation will be focused on the strategies of learning, the goals of teaching language, teaching methods, teacher's resources, activities, teacher's plan, active learning and teaching, students' performance, relationship between teacher and his/ her students, students' level of participation in the classroom. (high or low). The observation will observe the environment of classroom and school.

The interview

As mentioned earlier, the interview provided the opportunity to probe more deeply questionnaire responses given by fourteen questions of teachers' survey and the observation notes. Thirty three of students volunteered to participate in this project.

The interview

Once the observation had been processed. I contacted the teachers of foreign language or second language and invited them to take part in interview. Each teacher met individually with me with each interview lasting between 10 to 20 minutes. Although the discussion was written, the respondents were given assurance of confidentiality of their dialogue. Furthermore, the respondents were asked to answer each question as honestly and as candidly as possibly could.

The observation

At the time of asking the teachers to volunteer for this project, they were advised that the visitor teacher would be observing their class in progress and would later interview them, based on their responses to the questionnaire. Three classrooms observations were made over at Tawa College. The classes took place over three consecutive days per week. Each having a one-hour duration. The time of day is a variable which can affect student's performance,

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therefore the lessons observed occurred at 8:35 am.,11:20 am. and 12:20, 2:30 pm. respectively. (according to Tawa College Time Table).

A study on Learning foreign languages in New Zealand and a comparison between it in Saudi Arabia and in NewZealand-Reaching recommendations and conclusions to be applied in Saudi Arabia

Teaching foreign languages in NewZealand

In the year 1-8 in NewZealand school, there are 147,000 students studying an international language such as Pacific Island languages, Samoan, Cook Island Māori, Tongan, Niue, Fijian, European language such as French, German, Spanish and Russian and Asian languages: Japanese, Chinese and

Indonesian.(Source: Indicators and Reporting Unit, Ministry of Education,2018)

According to Murray Lucas the principal of Tawa College in Wellington."

Tawa College offers three languages, French, Japanese and Te Reo Māori. Students can take a language from Year 9 to Year 13. In 2019 the numbers are as follows: Japanese Year 9 (88); Year 10 (40); Year 11 (17); Year 12 (13); Year 13 (8)French Year 9 (89); Year 10 (28); Year 11 (18); Year 12 (4); Year 13 (4)Te

Reo Māori Year 9 (75); Year 10 (29); Year 11 (22); Year 12 (22); Year 13 (4)." Henderson in west Auckland is one of the most diverse parts of the city , so the intermediate school's students are from many different cultures. All the students learn Mandarin and Te Reo Māori. Henderson intermediate Deputy Principal Debbie Wylde says language learning brings multiple benefits for students. " We are helping our students become global citizens. They don't just learn language, they learn culture. Language studies open up children's minds to the wider

world. We value having students share their own cultural identity, so we support and enable many forms of culture expression including language." (Education Gazette,2018).

Half the students speak two languages or more, and the curriculum reflects that. The NewZealand Curriculum identifies the importance of language for learning. It requires that all schools with students in years 7-10 should be working towards offering students opportunities for learning a second or subsequent language. All the languages represented by students have their own week of celebration each year and the school supports language acquisition and retention in many ways, along with the cultural and artistic expression that goes with it. (Education Gazette,2018).

Debbie says learning languages helps with other parts of the curriculum." As emerging adolescents, it assists the students' brains to make connections and explore new learning. It definitely impacts on their other studies.'(Education Gazette,2018). Jonathan Leiataua says " at home I speak Samoan with my family, plus English". He is also studying te reo Māori and Chinese at his Auckland school, which recently began offering Korean language classes. Jonathan says," My parents wanted me to study other languages, and when I came home with a notice about the school starting classes in Korean, they urged me to do it. I have a dream to go around the world when I'm older, so learning different languages that people speak in different countries will help with that. (Education Gazette,2018).

His learning path reflects the changing face of NewZealand, which is rapidly becoming increasingly diverse, culturally and linguistically. (Education Gazette editors,2018).

The NewZealand Curriculum framework promotes learning languages as an area of curriculum that is important to country's health and growth. The essential learning area languages recognizes that English, Māori, and other Pacific, Asian, and European languages, including classical language, are important to our regional and international interests. (Ministry of education,2002).

According to the results of questionnaire, it is obvious that the two types of motivation are seen. In general, the level of intrinsic and extrinsic motivation is a little high in most areas. But some factors of motivations are more impacts on students, for example, a majority of students agreed that travelling overseas is motivated them to learn English language. They were strongly agreed that success and achievement encourage them to learn language. Most students want to know and learn about the native speaker's ways of life, discuss interesting topic with people all around the world, to be more openminded, and friendly , to be interested about the culture of people around the world, have better proficiency and understand of language, speak language with their friends in class, do role plays and dramas, read a lot of language materials and understand what happened in the world. These factors help them to learn language.

Most students believe that the way they are taught encourages them to learn language. They were strongly agreed that reading stories inside and outside classroom helps them to improve their levels in language. They were agreed that they like topics that talk about what they know can motivate them to learn language. They were partly agreed that assistant teacher may reduce anxiety thorough learning language. Large numbers of students agreed that school facilities motivate them to learn language. English language learners were agreed that school journey to native country can motivate them to learn target language.

Teachers' Questionnaire, Results and Analysis

I collected and analysed those valid questionnaires accomplished by 15 teachers in Tawa College. The questionnaire contains 12 questions. The respondents must choose one of three choices. They are strongly agree, agree and partly agree. The results of my analysis include:

- Viewing lesson may motivates students to learn language efficiently
- Speech presentation is one of the significant factors of motivation
- The flexibility of curriculum motivates teachers to teach language
- Teaching the high frequency words is useful for students learning
- To motivate student to learn language, I like to choose topic that the students like and know.
- Graded Readers motivate student to learn language
- Speech competition encourages students to learn language
- Using digital devices and language apps helps students to learn language.

The respondents are French teacher, Japanese teacher, English teachers, science teachers. In its final form, the Likert Scale is a five-point scale which is used to allow the individual to express how much they agree or disagree with a particular statement. Each of the three response would be used to measure the attitude under investigation. Starting with 5, which represents "strongly agree", 4 represents "agree" 3 represents "partly agree".

Comments on survey

According to the survey, most students have a relatively clear study motivation. Learners may realize the importance of learning foreign language. They think that learning motivation is the main source to learn language. learners' interest in language affects their learning motivation and achievements. The Junior learners, Y9, their learning motivation level is not high due to the language is compulsory.

To cope with the lack of motivation in compulsory class, teacher must teach students problem solving skills, students practice problem solving skills. Teachers should pay attention to training and induction the students' intrinsic motivation for target language. students' interest plays an important part in foreign learning. teachers should take any possible measure to arouse students' curiosity and develop their interest in language learning. (Long, Ming & Chen, 2013).

Results from the Observations

The purpose of observing three classes was to observe students and their teachers. In this stage I focused on the reactions of students inside classroom, their activities, participation, asking questions, the motivation of students, types of motivation, the attendance of students, using language, relationship between learners and their teachers, using digital device to learn language, the environment of class, teaching strategies, relationship between teachers and students, teachers' resources, how teacher follows the goal of teaching language, methods of teaching and how teacher creates suit situations in class.

After eight weeks of observation I noticed that classes of three language were active and students were interested and motivated to learn language.

I will talk about 14 points that I have noticed in my observation.

Relationship between teachers and students :The relationship between teachers and students in three class was respectful and very interesting. Teachers always listen to students and help them. Students respect their teachers and their teachers were very friendly with them. Teachers never correct students' mistakes or error directly. Students were very active in in class because teachers always encourage them to participate. Students can send email to their teachers any time. Students can discuss their teachers about lesson and teachers give them a chance to explain their ideas.

A good relationship between students and teachers motivates students to learn language.

1. Teachers' resources

a. Teacher prepared his lesson in order to achieve the goals of teaching language

In NewZealand schools, the following beliefs and principles form the basis for programs of teaching and learning new languages.(Ministry of education,2002).

- Learning a new language benefits all studies intellectually, socially and culturally.
- Learning a new language gives students a better understanding of their first language.
- Learning a new language gives students the skills to learn future languages.
- Exploring language helps students to gain skills and confidence and encourages them to take learning risks.
- Language and culture are inseparable.
- Language is most rewarding when it is used for meaningful, purposeful communication in specific context.
- Students gain most when they are involved in a range of interactive learning activities.
- Learning a new language enables students to take their place in multicultural community and multilingual world.

Proficiency Descriptor

-Students can understand and use familiar and expressions and everyday vocabulary.

-Students can interact in a simple way in supported situation

-Students can understand and contrast simple texts using their knowledge of the target language.

-Students can describe aspects of their own background and immediate environment.

-Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, about past and future events.

-Students can understand and produce a variety of text types.

-Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others.

-They are able to use identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to text.

There are three factors of foreign language goals, communication, language knowledge and cultural knowledge. (see section,20 Learning languages in NewZealand school, levels one to level eight and above).

Teachers chose reading passage, novel, short story, topic that related to students' culture and NewZealand culture, movie, music, magazine, worksheet and websites.

Teachers can choose their resources, or they can choose them from different areas or they can take them from The NewZealand Curriculum online <http://nzcurriculum.tki.org.nz/>

Teaching foreign languages in Saudi Arabia

English is the main foreign language taught in Saudi Arabia. The ministry of Education are including other foreign languages like Mandarin. This is regarded as a wish to diversify languages taught in the education system, as well as understand the growing global economic importance of China and therefore Chinese language. The strategic goal is to make Chinese the second foreign language in the Saudi education system, along with English. (www.thepienews.com,2019).

I think that Mandarin language must be an optional subject. Like the NewZealand education system, students can choose many languages including French, Spanish, Japanese, German or Mandarin in secondary school. If students choose the language that they like, their motivation will be high.

English is compulsory from class four to university level. After studying English for 9 years, students are, in most cases, unable to speak or write a single flawless sentence in English (Al-Nasser,2015).

The huge problem which encounters most students is the lack of motivation of students to learn a foreign language. According to Al-Nasser (2015) there are a number of challenges that are facing learning English in Saudi Arabia:

1-Mother tongue interference or the first language (L1)- Arabic as Arabic and English are different in the sounds of the alphabet. There are many sounds corresponding to characters/letters in the English alphabet which cannot conveniently be pronounced by the Arabic speaking people.

2-Culture preservation and the education system (policy, curriculum and course-syllabi) as they are dependent on Islamic values, concepts and precepts.

3-The teachers of English whose main focus is on getting the students to pass the exam. They do not incorporate modern teaching aids or pedagogies, for example, videos, labs etc. into their teaching system. In fact, they are not even updated on the latest happenings in the field that could ensure better output. 4-The curriculum and syllabus are not revised as per modern teaching approach. Teaching has to be in the real world by full exposure. For that, students should be taught by creating real-life situations that provide opportunity for language use. Wherever possible teaching should be extended beyond the classroom and the necessity of knowing English proven to the demotivated learners.

5-Methods of teaching in Saudi Arabia are outdated. First and foremost, it should be drilled into the teaching community that English is not a mere subject that needs passing marks, but a life skill much like swimming. It is a language to be learnt and what better way than learning it by use. Resort to L1 should be strictly discouraged even amongst the teaching community while they are on campus as we all know that students are keen observers and learnt the most by looking at people and situations around them. Goals of Teaching English in Saudi Arabia:

The Kingdom aims to provide students with proficiency in English as a way of acquiring knowledge in the fields of sciences, arts and new inventions, and of transferring knowledge and the sciences to other communities, in an effort to contribute to the spread of the faith of Islam and service to humanity. (Ministry of Education, Policy of English, 2002).

The general objectives of teaching English in Saudi Arabia according to the new curriculum document published in 2001 aims for the students to be able to:(Al-Hajailan, 2005):

1. develop their intellectual, personal and professional abilities.
2. acquire basic language skills.
3. acquire the linguistic competence required in various life situations.
4. acquire the linguistic competence required in different professions.
5. develop their awareness of the importance of English.
6. develop positive attitudes towards learning English.
7. develop the linguistic competence to be aware of the cultural, economical and social issues of their society in order to contribute in giving solutions.
8. develop the linguistic competence to participate in spreading Islam.
9. develop the linguistic competence to present the culture of their nation.

Case Study & Comparison

It is necessary to compare the goals of foreign language learning between Saudi Arabia and NewZealand:

The objectives of learning foreign language in Saudi Arabia and NewZealand are very similar. They are both focusing on the benefits of foreign language and they are concentrating on the benefits of understanding and respecting cultural differences among nations. Developing the awareness of the importance of foreign language as means of international communication is one of the main goals in Saudi and NewZealand. Both intend to develop positive attitude towards learning a foreign language. They try to promote economic and political relations through foreign language learning. The obvious difference between the goal of learning a foreign language in Saudi Arabia and NewZealand is Saudi curriculum focuses on the concept of Islamic religion, but the NewZealand curriculum focuses on strengthening diversity in society.

This project aims to recognize the factors of motivation that impact on NewZealand students to learn foreign language. In comparison with Saudi students, they are demotivated to learn foreign language. Teachers and students of Tawa college are the case study of this project. In NewZealand, all students benefit from learning another language from the earliest practicable age as it broadens students' general language abilities and bring their own language into sharper focus and enriches them intellectually, socially, and culturally, offers an understanding of the ways in which other people think and behave, and furthers international relation and trade. Students will be able to choose from a range of Pacific, Asian and European languages, all of which are important to NewZealand's regional and international interests

The NewZealand Curriculum framework, 1993, p10

Let's tackle the Strategy of NewZealand

Vision of the strategy

A multilingual New Zealand that benefits socially, culturally and economically from an increasing number of young New Zealanders communication in more than one language , beginning with tereoa Māori. By 2020 all Year 1 students are learning Te reo Māori in school. Further to this, by 2033 all high school graduates will be able to converse in more than one language. (Auckland language strategy working group, 2018)

Purpose of strategy

The purpose of this strategy is to contribute to creating a multilingual New Zealand, by ultimately enabling every young New Zealander to learn and use tereoa Māori as right, throughout their schooling, and to be support to further strengthen and use their first or heritage family languages, and/or to learn a community or world language. . (Auckland language strategy working group, 2018)

Evidence shows that action on language needs to include four interlinking areas: Valuing, Maintenance, Learning and Use. To reach the vision of a bilingual/ multilingual New Zealand, the strategy needs to sit within a wider national languages policy that sets out goals and action in all four areas. (Auckland language strategy working group, 2018).

The New Zealand curriculum recognizes the value of language learning through the inclusion of learning language as one of eight essential learning areas important for a broad, general education. However, more needs to be done to position New Zealand for future, educationally, economically and socially.

- Learning languages in New Zealand school, levels one to level eight

Level One and Two: Students can understand and use familiar and expressions and everyday vocabulary. Students can interact in a simple way in supported situation. Students will recognize the target language and the target culture and make connections between language and culture. (adapted from common European Framework for languages, Global Scale level A1: Basic User; Council of Europe, 2001.)

Level Three and four: Students can understand and contrast simple texts using their knowledge of the target language. They compare and contrast languages and cultural practices

Level five and six: Students can understand and produce more complex language. They can communicate beyond the immediate context.

Level seven and Eight: Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others.

Results/Recommendations

Education in Saudi Arabia has to benefit from the New Zealand strategy as follows:

-we need to engage Saudi students to recognize the personal, group and national benefits and rationale for language learning and the different goals and needs of diverse language learners.

-Deliberately attract fluent speakers of diverse languages to the teaching profession especially those who speak their own family or heritage language, improve the quality of intercultural language teaching and learning through researched and proven modern pedagogy ,

-Find innovative, effective and engaging ways to address shortage of qualified language teachers,

- Get better information and share evidence on what works for language use, teaching and learning in Saudi Arabia, and Normalize the use of multiple languages in the wider community.

It is important to mention that Ministry of education in Saudi Arabia has taken concrete steps to develop the English language teaching but it needs to draw a strategy to make teaching foreign language more clearly. The strategy ought to care for motivation. It also must develop teachers' perspectives of teaching and instruction. According to Alizadeh (2016) motivation was overlooked by some language teachers in encouraging their learners to learn more.

The questionnaire in this project identifies the factors of motivation that impact on New Zealand students to learn foreign languages. Tawa College has a good sample to do this project. It has many students who learn foreign language and it has teachers who have a great experience in teaching language. My project aims to compare between Saudi students and New Zealand students in learning foreign languages.

-The most significant difference in this comparison is that there are more than ten languages in New Zealand considered as a foreign language, such as French, Japanese and Chinese. Saudi students are demotivated to learn language and New Zealand are motivated to learn foreign language. Saudi curriculum focuses on grammar translation and accuracy but New Zealand curriculum focuses on communication and fluency.

-Teachers of foreign languages in New Zealand are more professional than Saudi teachers. New Zealand students have a goal to learn foreign language but Saudi students do not have any goals. New Zealand students have intrinsic motivation and their teacher enhance the extrinsic motivation. Saudi students have intrinsic motivation at the beginning of studying foreign language then they lose it because there is no extrinsic motivation. According to Paul Nation

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(2013) learners begin learning a language with high motivation only to see this motivation disappear from one class session to another. From my experience as teacher of English Saudi students keen to learn English language but they feel disappointment after one year because learning English at school is not interesting.

McQueen 2014 describes the role of a teacher as initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant and mental supporter. This influences learners' motivations.

The new Saudi strategy must take into consideration that:

- it has become clear that the second language acquisition works better in the earlier stages of life along with learning of the first language. A child acquires language as a natural instinct to learn. This matches with the 2030 vision which aims at preparing students for future. We need this to understand pilgrims, tourists and economists who speak different languages.

-Teaching foreign languages without textbooks in the elementary stage. According to Al-Nasser (2015) It may be ensured that no textbook for English should be used at this time of school. The lessons should be packed with fun and be practical focusing on speaking and listening skills.

-Watching animation, cartoon movie or programs may motivate children to learn foreign language. Children can memorize the sentences better than adults.

-Quality not quantity. The quality ensures achieving the goals not the quantity that is to be finished the lesson and curriculum then pass the exam.

-Using flexible developed exciting lesson resources related to students' culture and needs. In my opinion, the Ministry of Education may allow teachers to choose one resource besides the curriculum.

-Teaching poetry, drama, novel, short story may motivate students to increase their vocabularies and recognize the culture of target language. In my opinion, teacher can choose literature books that are suitable of students' level. Students to memorize some poem to be familiar with English culture and practice pronunciation. Students may feel comfortable if they change the routine of foreign language class.

-focusing on fluency not accuracy: teacher should plan their lesson to spend 25% of class in speaking. Students should take 80 % of the class.

- One-hour class better than 45 minutes :teaching foreign language needs at least 244 minutes per week.

- Students should change their habits of learning language

- Teacher should use various and interesting activities.

-Using effective techniques, multi- media, e-learning via new technology.

- Teaching critical thinking. Students must establish self-confidence to solve the problem.

- Create language learning environment. Create real life inside class. Use YouTube or internet website.

-Students should learn what they need.

The curriculum should boost Speech presentation and competition, graded reader. Paul Nation (2013) believes that graded reader may motivate students to learn language.

- Using learning language application and websites and some application or website such as Quiz let , learning apps, Google classroom and quizzes.

-Also, it is advisable to use language lab and special class.

- Foreign language resources: Students need to find books, audios, videos, stories and movies to improve their levels. Ministry of Education should establish website for English language and put different resources to help student to learn language.

- Teaching foreign language in Saudi Arabia must be focused on communication, language knowledge and culture knowledge.

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