FACTORS IMPACTING ON
THE MOTIVATION OF OMANI
STUDENTS TO LEARN
ENGLISH AS AN L2

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FACTORS IMPACTING ON THE
MOTIVATION OF OMANI
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ABSTRACT

This study of the motivation to learn English as L2 (as a second/foreign language) provides a local model of L2 motivation which employs a new contextualised perspective. It is based on the socio-cultural backgrounds of the learners and their social relations. This model not only incorporates insights from major debates in the field, but it is also in harmony with recent trends of L2 motivation research. The study had three major objectives. First, it sought to identify the factors that represent Omani students’ motivation to learn English in Oman. Second, it attempted to verify the effects of social relations on motivation. Third, it examined the mechanisms employed by the learners which influence their motivation through personal relations. Since this study views motivation as a complex bundle of constructs, it was more feasible to adopt its most significant factors as determined by the immediate socio-cultural context. Interest and Self-efficacy (SE) were established as the two main constructs representing Omani students’ motivation to learn English as L2. The ‘L2 Motivation Osmosis Model’ was suggested to offer an explanation of the workings of influence on students’ L2 motivation in Oman.

This study employed a mixed methodology. A quantitative method was used to confirm the importance of Interest and SE for Omani students. A qualitative study was then designed to further verify this and ascertain the devices employed to influence learners’ motivation. The first question was answered using quantitative and qualitative data. Correlation and Linear Regression statistics were used to verify the importance of Interest and SE. This question was also examined through the students’ depictions of motivated English as L2 learners and the reasons they provided for liking English and why people in Oman learn it. The second question inspected the role of social relations in influencing students’ motivation. The third question studied the devices used by people which influence students’ motivation. The analysis also revealed the importance of the affective dimension expressed through the concept of ‘closeness’, which explains the type and strength of the influence initiated through social relations. This study emphasised the need to consider the socio-cultural context of learners in designing programs and recruiting teachers and the necessity of providing help, encouragement and emotional support. Instead of simply giving recommendations of good practice, the
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CHAPTER ONE:

INTRODUCTION

In order to explain the motivation to learn an L2 (second/foreign language), there has been an intensive recourse to psychological constructs. However, modern trends have attempted to integrate social and contextual components in the study of motivation (Frome and Eccles, 1998). In fact, the employment of the social context of the L2 learners’ motivation has characterised some of these new trends (Dornyei, 2001). To set the background for this trend, the theoretical backbone and the social and cultural backgrounds need to be associated. For this reason, the importance of the social component in the study of motivation has to be reflected in the socio-cultural dimension of the group of learners. Also, the current trends in motivation research –either psychological or socio-psychological- need to be synchronised with aspects of the local dimension. Each motivation factor derives its importance from the local background. In fact, this study aims at providing a new conceptualisation of the English as L2 learning motivation by employing a contextualised view. Hence, motivation has to be defined locally; with all the dimensions of what it entails within the context of the study. The Omani socio-cultural context reflects a special conceptualisation of motivation, which not only embodies a local dimension, but also exposes the mechanisms of its emergence and transformation. The origin of this conceptualisation emphasises the effects of social relations in defining the most influential psychological and socio-psychological factors and in determining the mechanisms of influence.

Thus, the present study establishes this connection in order to explore this contextualised view of motivation and see how well it explains the system of influence on Omani L2 learners’ motivation. The most influential factors are considered to be Interest and Self-efficacy. In fact, many motivation factors conceal a number of interrelated and duplicate concepts, such as integrative and instrumental motivation. However, these two factors are directly linked to the reasons why an individual in this socio-cultural context would be engaged in doing this particular activity. The first key
research question investigates whether Interest and Self-efficacy (SE) account for Omani students’ motivation to learn English as L2. The second research question examines the extent to which the social relations of these students influence these two factors. The last research question attempts to explore the mechanisms used by these social relations to influence Omani students’ interest and SE to learn English.

The inclusion of many dimensions of motivation requires a more sophisticated methodological approach. In fact, the way motivation is defined determines the type of methodology to be employed (Fulmer and Frijters, 2009). Hence, in order to grasp the complexity of the issue, the present study requires a mixed methodology approach. The first question was primarily verified using a self-report questionnaire. Also, the need to examine the mechanisms of influence necessitated employing Arabic (the students’ mother tongue) interviews and translating them into English. Interviews were employed to further verify the first two research questions and examine the mechanisms employed to influence students’ motivation.

The students’ socio-cultural context values social relations and the maintenance of community norms and structures. Also, the cultural background reflects a tendency to prioritise immediate goals (Ibn Khaldoun, 1958). This theoretical background clearly shows how aspects of the local culture intertwine with the social structure to produce effects on motivation. For this purpose, some principles of the analysis of social relations were employed. It relies on the mapping and visualisation of social relations in order to facilitate the study and analysis of their patterns (Marsden, 2004). This will serve to visualise diagrams of social relations of students participating in the study. These diagrams are able to show the aspects of these effects on their motivational orientations. Meanwhile, these effects are related to the kinds, features and characteristics of these social relations. A key research finding shows that social relations make the most influential type of influence as a result of social interaction. Closeness, on the other hand, is another characteristic of social relations. It is supposed to be the aspect of social relations which determines the level of effects on these relations (Marsden and Lin, 1982). The closer the person is, the higher the influence effect is expected to be. This closeness refers to an affective dimension rather than an aspect of geographical or kinship proximity. The affective aspects of the relationship
with people as well as the expected help, support and encouragement reveal the emotional weight students place on the aspect of closeness. Hence, it is more of an affective proximity rather than a mere proximity in terms of family or neighbourhood (Sarason, Sarason, Shearin, & Plerce, 1987). This explains the role played by the teacher in influencing students’ motivation, though rarely is s/he the students’ kinship relation. Although some studies demonstrated the role of social relations in determining academic engagement (Kindermann, 2007) and influencing English as L2 learners’ motivation (Abdesslem, 2002), the nature and mechanisms of the effects do not seem to have received enough consideration. In the present study, friends’ closeness also shows that influencing other people’s motivation to learn English is an aspect of the trust placed in them.

The affective dimension is at the same time a manifestation of the role and the channels of social interaction. The role of social interaction expresses these effects. This interaction plays a number of social roles, including cooperation, socialisation and producing effects (Kindermann, 2007; Sarason et al., 1987). The production of effects is realised through interpersonal interactions. This channel of interaction shows the mechanisms of influence on students’ motivation. One main reason for choosing to essentially examine the linguistic side of interaction is that the study is within Second Language Acquisition, a branch of Applied Linguistics studies. By analysing the interviews, the linguistic devices employed to exert influence among members of social groups were identified.

The phrases, expressions and other linguistic devices used to produce influence are expressed in the attitudes people have towards English and the learning of English as L2. Their aspects of judgment and appreciation, either positive or negative, reveal the rhetoric and stylistic devices (evaluations, appreciations, judgments, accusations, etc.), which are recurrently used to induce change in students’ motivation. Metaphors, anecdotes and offensive expressions were also identified as adopted linguistic mechanisms. In this regards, the effects of the discourse of social relations on Omani students’ motivation are acknowledged to be the most influential among other factors. Meanwhile, the strength of the lexis employed (e.g. stupid, neglecting [=denying her origins, converting to another religion], failure) reveals the intensity and directionality
of change to be induced. In order to negatively influence interest and SE, strong accusations and negative evaluations were frequently employed. The direction and strength of effects among social relations produce a pattern of influence that operates exactly like the osmosis principles in the body cells. This resemblance transcends the metaphorical depiction to outline the main system behind the spread of influence and the effects on Omani students’ motivation to learn English as L2.

This study reveals that the local cultural and social structures are not independent from the motivation to learn English as L2. It confirms that the link between the students’ motivational orientations and their social relations is largely significant. More significant is also the examination of the influence mechanisms within social relations. The implications of the study go beyond the mere recommendations to be deducted for immediate classroom usage. However, the need to consider some recommendations in planning for English as L2 learning programmes in similar socio-cultural backgrounds is another way of exploiting the research findings. The choice of teachers who are familiar with the socio-cultural backgrounds and who can employ this knowledge to understand and improve students’ motivational orientations is another important factor that educational authorities should consider when designing English language programmes. The content and learning materials of English as L2 courses should also consider the effects of interest and SE. Parents’ role is also important in monitoring the negative effects of their children’s social relations. Although the findings are important, further investigations are needed to see the applicability of the model suggested in similar socio-cultural contexts.
CHAPTER TWO:

LITERATURE REVIEW

2.1. Introduction

The main conceptualisations of the term motivation are systematically associated with its different dimensions, which, in turn determine the significantly effective and most relevant constructs. In fact, the magnitude of the issue of L2 learning motivation has made the large number of research studies (revised by Dornyei, 2001) result in conflicting -but sometimes duplicating- theories and paradigms. Since motivation principally deals with accounting for human behaviour, it is considered one of the most complicated issues in psychology (ibid). Therefore, achieving a unique and truly comprehensive explanation that suits all learners and helps educators boost students' classroom motivation seems unrealistic. However, a contextual analysis of a group of learners' cultural and social dimensions that could possibly affect their motivation helps in the emphasis of the most relevant theories and perspectives that can explain what learners choose to engage in and how long they can endure the L2 learning task.

This chapter seeks to define the cultural, social, epistemological and philosophical dimensions of motivation to learn English as L2 in Oman. The investigation attempts to identify the most significant constructs by discussing their relevance to the local culture. The dimensions mentioned represent the potential extent and possible epistemological backgrounds that motivation research can rely on. Hence, this will help select the more relevant theoretical perspectives which can account for the factors that really determine L2 learners' engagement and persistence. This study reviews the theories and concepts which represent the main conceptualisations of motivation and are relevant to the study.
of L2 motivation. The choice of the main theoretical backgrounds reviewed in this study is based on their relevance to L2 learning. The systematic analysis focuses on the overlap between the central concepts of motivation. More importantly, this overlap shows the importance of the main constructs adopted by the study. Hence, the main concern is to examine how motivation research traditions are often inter-related (Murphy and Alexander, 2000). However, there is not only this overlap between the main theories and conceptualisations of motivation, but also the effects of the local context. The latter makes some factors more relevant than others. The chapter concludes that *Interest* and *Self-efficacy* better represent Omani students’ motivation.

This chapter starts with a historical account and some basic conceptualisations of motivation. In its review of the historical evolution of motivation research, it emphasises the role of the local factors as a pattern of development in the study of motivation. Then, it analyses the main dimensions and perspectives involved in the general term ‘motivation’. After establishing the social dimension, the review further explores a more systematic analysis tool of social relations. Finally, it suggests a new conceptualisation of L2 learning motivation. The whole account results in the presentation of the research questions of the study.

**2.2. Motivation Studies, basic conceptualizations and historical development.**

Though diverse perspectives offer different definitions of the term, motivation can be defined as mainly consisting in the explanation of why people engage in doing a particular activity (Dornyei, 2001; Dornyei and Otto, 1998). The different conceptualizations of motivation as a term accounting for human behaviour reflect the main stages it has gone through in its historical development. Motivation studies started with biological accounts (Maslow, 1970). It was then conceptualised in behavioural terms before being adopted by more cognitive theories (Eccles, Wigfield, & Schiefele, 1998). Other conceptualisations have shown cultural and contextual dimensions (Munro, 1997).
Earlier philosophical accounts started examining the concept of motivation as an aspect of reasonable choice. Motivation basically refers to terms like: ‘arousal’, ‘direction’, and ‘persistence of human behaviour’ (Korman, 1974:1). In fact, earlier philosophical explanations of human behaviour were indirect attempts to account for these factors. In Greek Philosophy, these concerns were clearly reflected. For Plato and Aristotle, for example, behaviour was initiated and directed by free will and reason (Klein 1982:2). However, seeking knowledge – though not as important as reason itself – for these philosophers was a basic determinant of human behaviour (Korman, 1974).

Later philosophical accounts then placed motivation for a certain action within dualist paradigms. The engagement of Philosophy in the dualist debate limited the study of the arousal, direction, and persistence of human behaviour within the physical/non-physical paradigm (ibid). However, it also legitimised the study of these factors at the individual level and isolated the role of interpersonal and broader social aspects. Cartesian dualism was a reflection of human versus animal realities, with the latter being purely physical and the former having both physical and rational/spiritual facets (ibid). Similarly, Emmanuel Kant’s engagement in dualist accounts led him to agree that reason should control the body (Klein, 1982). These initiatives made the study of human engagement and persistence in an activity a mere aspect of the individual’s rational and spiritual capacities.

However, another epistemological paradigm shift came with Darwinism. The main effect of Darwin’s theory was the eradication of the dualist human versus animal realities. His success in the explanation of the mechanisms behind human evolution led to the conclusion that behaviour, either animal or human, is controlled by one basic and common principle: the biological need to survive (ibid). Again, the social aspects which differentiate animal behaviour from human conduct were alienated. Thus, the factors responsible for the arousal and persistence of motivation were radically conceptualised in terms of biological needs for all the living species. As a result, even from this revolutionary view, the incorporation of interpersonal aspects to explain reasons behind our behaviour (Franken, 1988) was not possible.

Although definitions in the twentieth century recognised the existence of internal psychological processes at the level of the individual, they often failed to incorporate
the interpersonal factors. Geen, Beatty & Arkin (1984:3), for example, define motivation as "...the operation of inferred intrapersonal processes that direct, activate and maintain behaviour." These, rather undefined processes responsible for the generation of human motivation represent a quite balanced view between the 'extremist' biological Darwinian perspective and the study of the social factors. However, more recent attempts to conceptualise motivation acknowledge the role of external factors (Toates, 1986). These factors include interpersonal and cultural aspects and their effects on the processes responsible for the individual's engagement in an activity.

However, an earlier Arab philosophical account of motivation reflects the role of the society and the environment. For Ibn Khaldoun (1958), a Tunisian philosopher of the late fourteenth and early fifteenth centuries, not only social factors affect people's attitudes and behaviour, but also aspects of their climate, geography, economics, religion and even ecology determine their motivation to engage into an activity. He equates L2 learning with crafts to show the difficulty of this task, especially for the Bedouins, either sedentary or nomadic, who rarely show a real inclination to engage in a difficult task (Ibn Khaldoun, 1958). Aspects of their environment, society, climate and geography make any "subsequent improvement of their conditions and acquisition of more wealth and comfort than they need, cause them to rest and take it easy" (ibid: 249). Their undemanding way of life reflects a harsh environment, an uncomplicated social structure and an inhospitable environment. These aspects conditioned them on simple lives and the avoidance of any complications and challenges. Learning an L2 is among these ‘unnecessary’ difficult tasks. Hence, Bedouin societies are not likely to show real interest in this activity. Although the local Omani society has shown aspects of modernism, features of traditional Bedouin life are still prevalent.

Ibn Khaldoun also introduced the concept of “Assabiyyah” which refers to a strong allegiance among members of a community related by kinship ties. Allegiance assures group solidarity, which is necessary for collective action. This is not only an aspect of reciprocal benefits, but also a prerequisite for the strength and well being of the group. When “Assabiyyah” weakens, the whole group gradually disentangles and loses strength (ibid). Meanwhile, maintaining solidarity and “Assabiyyah” enforces the value system of the group by ensuring conformity as a requirement for integration into the
community. In modern sociological terms, this reminds us of the role of social relations. In a study that compares Arab and Chinese cultures of knowledge sharing within social groups, Weir and Hutchings (2005) showed that culture constrains aspects of interpersonal relationships. In this case, the knowledge sharing function of social relations is influenced by trust. Therefore, behaviour of group members –their engagement in particular tasks- is constrained by the totality of attitudes and norms, either explicitly or implicitly, stated by the community ethics. Hence, social groups have potential effects on individuals’ behaviour.

Within recent L2 learning research, the social and cultural dimensions have also been emphasised. The emergence of Gardner's Socio-educational model (Gardner, 1985) reflects the importance of societal and cultural factors in determining learner's attitudes towards the learning task. Moreover, an early 21st century evaluation of L2 motivation research attempted by Dornyei (2001) suggested combining individualistic (Motivational Psychology) and societal (Social Psychology) perspectives for the sake of "understanding the operation of motivational factors/processes…” and “exploring ways to optimize student motivation." (ibid: 183). This attempt to analyse the mechanisms and processes recognises the existence of a procedure that involves the interaction of internal processes and social and cultural factors.

2.3. The local dimension of motivation

The local dimension of motivation is based on the different influential facets that control learners’ motivation. In line with Ibn Khaldoun’s view (Ibn Khaldoun, 1958), the social and environmental factors reflect people’s way of life and their motivational orientation (ibid). Arabs who were defined by Herodotus as the Semitic people who live in Arabia (Keohane, 1994) were descendants of Bedouin groups dwelling in desert areas away from the main axes of civilisation. The simple mode of production they adopted hinders any attempt to be among the modern societies (Cole, 1985) or even interact with any other civilisations. They lived in tribes that frequently fought to grant water and pasturage for their herds.
The tribe is the fundamental unit of social and geographical organisation and of relationships as well. This organisation is "based on the principle of kinship or common blood, which served as the bond of union and social solidarity." (Inayatullah, 1963: 134). This helped in the enforcement and implementation of their value systems characterised by three basic features: hospitality, communalism and loyalty to tribe (Ibrahim, 1982). Social solidarity helps maintain the value systems of the groups and enforce communal thinking. Thus, unique, individual and distinctive viewpoints and approaches to life are not likely to be emphasised or valued within this conformist environment. Hence, the pursuit of an activity, including the learning of an L2, has to be determined by how well it corresponds to the local value system.

Although modernism has affected local people’s way of life, some old social structures are still prevalent. Nowadays, a large majority of Arabians lead a city life. Even Bedouins themselves – including Omani Bedouins - started adopting a more settled lifestyle. Their modes of production have slightly changed and they are becoming less and less dependant on herds. However, the tribal organisation and its role as a social institution that maintains solidarity and group value systems are still quite effective in order to help preserve a strong bond of union among its members. This makes the latter quite resistant to innovation and change. Therefore, aspects of fatalist thinking (Inayatullah, 1963: 134) are rare. Nonetheless, the avoidance of difficult tasks which do not offer tangible rewards along with the effects of the hostile environments on people’s characters are, to a large extent, still prevailing. In fact, this feature is interrelated with the tribal organisation which is - though not as strong as it used to be – still significantly operating to maintain the group identity (ibid). Thus, the value system shared by members of this conservative social group, especially in more conservative interior regions, is likely to influence their learning of a foreign language. The latter is, in fact, both a pre-requisite and an aspect of engaging into the life of a developing society. In order to engage in learning English as L2, students need to understand the rewarding aspect of the task. Also, social relations determine the way ideas about learning this language are formed and then spread within the community. In a collectivist society, sharing ideas is an aspect of group unity. However, the local dimension is also an aspect of the collective philosophical conceptualisations.
2.4. Historical and Arab-Islamic Philosophy dimension

Arab-Islamic Philosophy supported the acquisition of knowledge, including the learning of an L2. Islamic philosophers principally aimed at reconciling the translated Greek philosophical text with the basic values of Islam (Alavi, 1988). This has led to an unprecedented emphasis on the importance of knowledge and an admiration of those who invest their time and efforts seeking it. In fact, the magnitude of the issue of knowledge in Islam stems from the fact that "No one can grasp the message of revelation except men of understanding and those firmly grounded in knowledge" (Al-Attas, 1979: 93). For Muslim philosophers like Al-Farabi and Ibn Sina, the aim of knowledge should be the conjunction of the First Intellect (God=Allah) (Fakhry, 1983). Though a normal believer's faith is accepted, a number of Koranic verses and Prophet Mohammed's (PBUH) sayings reflect the importance of knowledge and knowledge seeking. A verse from the Holy Quran even disapproves equating those who have knowledge with those who lack it: "Can those who possess knowledge and those who do not possess knowledge be on equal footing?" (Holy Quran 39:9). Even those who travel seeking knowledge are honoured by Prophet Mohamed (PBUH): "He who leaves his home in search of knowledge walks in the path of Allah (God)." (Al Bukhari, 2011).

However, Arab philosophers were not detached from the main philosophical mainstreams of the age. Early Arab-Islamic philosophical classification of knowledge was influenced by Greek dualities (Alavi,1988). Al-Gazali, for example, emphasised the contrast between scientific knowledge achieved by rational effort and intuitive knowledge that appeals to the soul. For Al-Razi, knowledge is either traditional (Naqli) including: Theology, Dialectics, Linguistics and Poetry or Rational ('aqli) represented by Philosophy, Physics, Astronomy and Optics (ibid). Although there was no agreement among Islamic philosophers on the kind of knowledge the religious text refers to, the literal meaning of the term seems to cover any knowledge that benefits humanity.

Meanwhile, for individuals, the religious text was not the sole determiner of motivation. If we admit that people's attitudes often reflect their metaphysical beliefs, we would expect adherents of this religion to be more concerned with seeking knowledge than
they actually seem to be. However, aspects of the mode of production, the living conditions and the harsh environments that host a number of Arab Muslim societies made their attitudes to seeking knowledge as well as its value far from being prioritized in their lives. Although Ibn Khaldoun believes that knowledge and learning are two natural aspects of human nature, he argues that the former is - like learning an L2 - a craft that is different from mere understanding and awareness. Though he believes that it normally comes second to providing bare necessities, it is crucial for the flourishing of civilisations and an aspect of city life (Ibn Khaldoun, 1958).

Historically, post-colonial Arab societies felt the importance of learning a second/foreign language. Accordingly, the Arab states which got their independence during the second half of the twentieth century encouraged education and regarded it as a prerequisite of development. They also "...regarded bilingualism as part of their cultural capital" (Hourani, 1991: 392). Public service, industry and commercial sectors recruited a group of educated elites whose bilingual education had equipped them with a high level of L2 fluency and often a Western style of living. This led to the accusation of endangering the national identity. Thus, the general social attitude of learners in some Arab societies intertwined with the socio-historical factors deeply affected learners' motivation in L2 learning.

To sum up, these dimensions represent the magnitude of the term 'motivation' which tends to touch every aspect of our lives where there is a choice of a particular behaviour and a tendency to persist on it. Meanwhile, they represent the substance for the relevant perspectives from which motivation has been studied. These perspectives outline the developmental stages these studies have undergone.

2.5. **Motivation: Perspectives and significant theories**

The main psychological trends in the study of motivation are interrelated. Since the second half of the twentieth century, motivation research has mainly focused on two major leading research traditions, namely Motivational Psychology and Social Psychology (Dornyei, 2001). Because some factors seem to have several facets, their capacity may as well extend over other motivational aspects from different perspectives.
In fact, motivational constructs are inter-related and the description of one necessarily brings into account a number of related others (Murphy and Alexander, 2000). This is what practically makes the two traditions not totally separate. Although this overlap is apparently considerable, Motivational Psychology has essentially focused on motives representing individual inner processes. Meanwhile, Social Psychology’s main objective has been the study of the effects of interpersonal and contextual aspects on human behaviour. However, the two traditions cannot be entirely separated. The review will choose the theories and perspectives whose accounts are related to L2 learning motivation in both schools of psychology. The rationale behind the choice of some particular theoretical perspectives is two-fold. First, Motivational Psychology and Social Psychology are the two central trends that provide psychological explanation to motivation. Second, within these two traditions, only the most significant theoretical concepts were chosen. For this purpose, mainly Dornyei’s review (Dornyei, 2001) was adopted.

2.5.1. Motivational Psychology

The attempt to account for the inner factors responsible for triggering, directing and maintaining motivation to perform a task led Motivational Psychology researchers to focus on personal factors that underlie inner processes and influences. Thus, motivation is the reflection of inner forces that comprise instincts, volition, will, and physical energy (Wigfield, 1994; Pintrich and Schunk, 1996; Dornyei, 1998b; 2001). However, the determination of the most relevant factors and the extent to which these factors affect learning is the source of disagreement between different perspectives working within this tradition. Thus, following Gardner’s statement (Gardner, 1985:3) that “[m]otivation theories are built on a set of assumptions about the nature of people and about the factors that give impetus to action”, theories of Motivational Psychology can be classified according to their view of the nature of the most influential mental processes that determine the significant motives. Hence, two main perspectives can be identified, notably Goal Theories and Expectancy-Value Theory.
a. Expectancy-Value Theory (EVT)

Although EVT is a motivational psychology initiative, which stems from Achievement Motivation Theory (Atkinson and Raynor, 1974), it is intertwined with Self-efficacy to determine the *expectancy* component. Meanwhile, recent conceptualizations of *value* also encompass aspects of *interest* (Feather, 1988). This overlap not only relates different research perspectives, but also accounts for the influence of the ‘new’ socially-oriented trend in L2 learning motivation research (Dornyei, 2001).

According to the EVT, the effective and determinant motivation forces and mental processes are represented by the individual’s innate curiosity and the triggering urge to know his/her close environment. Thus, what moulds and directs his/her innate forces is what should constitute the domain of study in motivation research, according to EVT advocates (Dornyei, 2001). In fact, the basic concepts of this cognitive perception are related to Atkinson’s Achievement Motivation Theory (Atkinson and Raynor, 1974). The latter maintains that achievement is determined by the expectancies of success and the incentive values of goals. Achievement-oriented behaviour is the result of the conflict between the will to engage in an activity and the tendency to avoid it (Atkinson, 1964). Thus, people tend to engage in an activity because they need achievement in a task or because they fear failure in an exam. Hence, the innate curiosity of human beings to learn about their environments and the fact that behaviour is essentially a function of the expectancies made and the value of the goals set make the two basic assumptions of EVT. Therefore, the key factors which can account for people’s engagement in a task are: The value of the outcome and the expectancy of achievement.

Self-efficacy (SE) is a valid determinant of the expected outcome. The expectancy of achievement underlies the anticipation of success. The latter is determined by the acting individual based on his/her past experience, judgment of his/her abilities and the attempt to maintain self esteem (Wigfield, 1994). However, individuals become committed when they perceive that the goals they are pursuing are achievable (meet their expectancies) and have important value (Dornyei, 2001). One factor responsible for determining the expectancy of success in performing a task is SE. The learner’s judgment of his/her abilities to perform a specific task -and not general self-confidence- determines the types of activities chosen as well as the effort and persistence to be spent.
(Bandura, 1997). In fact, the expected outcome is the result of a cognitive processing of a number of factors, including: previous learning experience and vicarious learning (ibid). Therefore, expectancy for Bandura (ibid), in its essence, corresponds to SE (Schneider, 2001). As these constructs include social aspects and depend on life experience and the role of important others, the expectancy component is dependent on interpersonal factors and efficacy beliefs and judgments.

On the other hand, the value of a task is an aspect of interest in it. Value, also labelled valence or ‘incentive value’, determines the strength of commitment to do the task. Hence, it interrelates with interest and is recognized by the value of the task within the actor’s cultural framework. In fact, value is a composite construct that has three main components: cost value, intrinsic versus extrinsic value and attainment value, which accompanies the feeling of attaining something (Eccles and Wigfield, 1995). However, Eccles (1994) maintains that valuing a task comprises four components: attainment value, intrinsic value, extrinsic value and cost value. Although the first account reduced the number of components to three, the concepts remained quite consistent. Whereas attainment value refers to the personal and social importance of the task and its relevance, the intrinsic value component denotes the intrinsic interest aspect. Extrinsic utility and cost value represent the functionality of the task and the relevant expenses (in terms of money, time, effort etc.), respectively. For Feather (1988), the intrinsic value of a task is also a composite construct relating importance and intrinsic interest. A task is made intrinsically motivating by combining interest and enjoyment. Pintrich and De Groot (1990) studied 7th grade students and found out that those who thought that tasks performed were important and interesting were able to devise effective cognitive and self-regulated strategies. Additionally, in a more recent study, Vansteenkiste et al. (2004) found out that intrinsic framing of values led to better learning, higher achievement and greater persistence. Hence, interest and task value are interrelated.

Although EVT in reality conceals a number of interest concepts, it received waves of conceptual criticism (Caprara & Cervone, 2000; Smith, Annus & Zapolski, 2007). EVT was essentially criticized for not being able to incorporate a study of the relationship between beliefs and actual performance. Beliefs are not always reflected in performance. Heckhausen and Kuhl (1985) maintain that people’s behaviour does not
necessarily mirror their expectancy and value beliefs. This position was also supported by Caprara & Cervone (2000). In addition, Smith et al. (2007: 61) pointed to the confusion EVT made between expectancy and beliefs. Beliefs do not necessarily represent what students expect from learning an L2. Moreover, people sometimes seem to perform activities that are less attractive than the ones available (Heckhausen and Kuhl, 1985).

From an L2 learning perspective, EVT provides an opportunity to study the role of expectancy outcomes in determining engagement and persistence in the learning task. In a study conducted by Eccles and Wigfield (1995), adolescents completed questionnaires for a two-year period to assess a number of factors including, interest, importance and utility. Achievement related beliefs and the self perceptions of abilities were found to be highly related (ibid). In fact, the value component helps verify the level of interest accompanying any L2-learning-related activity. However, this theory merges with similar concepts of interest and SE. Nonetheless, because these aspects largely depend on contextual and social factors, these motives are not likely to exclusively represent inner processes isolated from any interpersonal, social and classroom contexts. In fact, the interplay of these external factors can have a significant impact on the elucidation of motivation factors in an L2 learning. EVT employs the concept of the value of achievement (Eccles and Wigfield, 1995) to analyse the extent to which individual’s goals are worth pursuing. This not only explains the interplay between goals, values and expectancies, but also relates with central concepts of interest and efficacy beliefs.

b. Goal Theories

Although the notion of goal pursuit has also been echoed in other motivation studies including, EVT (Wigfield, 1994), the cognitive value of goals as incentives is specifically stressed by Goal Theories. Learners’ goals not only interact with their SE levels, but also embody mental representations of a desired ‘end for the person’ (Ford and Nichols, 1991) goal and, consequently, affect interest.

The basic assumption maintained by Goal Theories is that human action is essentially purpose-directed and that goals are set and sought by choice (Dornyei, 2000). The role
of goals is, therefore, to direct the cognition of individuals and regulate the process. Interests can, therefore, help set goals when the outcomes are achievable. Meanwhile, Goal Theories’ supporters believe that, for actions to be performed, specific relevant goals have to be set and pursued (Dornyei and Otto, 1998). For young learners, goals are most likely to originate from social interaction with significant others, including parents and siblings (Boekaerts, de Koning & Vedder, 2006). However, goals can always be influenced by social values and general norms of appropriateness and socio-cultural practices (ibid).

Goal-setting and Goal Orientation theories are the two main trends in Goal-related research. Goal-setting Theory assumes that goals have to be set in advance in order to obtain higher achievement. However, Goal Orientation Theory maintains that the two types of orientation are more important than setting goals. These two types of orientations are: Performance Orientations and Mastery orientations. Whereas the latter are achievement-directed, the former aim at demonstrating ability (Ames, 1992).

In addition, other socio-cognitive approaches have also considered goals as permanent constructs of motivation research, especially in academic settings. Once learners’ goals are set, a list of sub-goals can be devised to help achieve the final goal. Achievable sub-goals not only help students constantly evaluate improvement, but also enhance their SE levels by providing positive feedback on performance (Dornyei, 1998a). Dweck (1986) also agrees that students’ goals correlate with their SE levels and determine the amount of effort to be spent on school tasks. In addition, Control Theory maintains that goals are essential and defined at various levels of abstraction. Besides, Self-regulation Theory - based on Control Theory - adds another dimension to the study of goals by considering them as being either desired (approach goals) or undesired (avoidance goals).

Regardless of the recent trends in education, pursuing academic goals is still important and corresponds to the level of SE. For each academic task, there is a required level of efficacy to perform academic tasks. However, academic achievement is not the only goal. Modern classrooms do not tend to prioritize academic achievement goals. They rather support tasks like experimenting, socializing, interacting, and exploring; using extracurricular sources of knowledge (ibid). However, the situation in Oman is quite
different for students whose success depends on their achievement in the language tests they have to take at the end of each term. Their performance orientation should reflect successful achievement in the eventual tests. Hence, academic goals remain in relation with the SE levels they exhibit.

Interest is also relevant to the Goal Theories’ perspective. Ford’s taxonomy of Multiple Goals (Ford, 1996: 132-133) classified goals as having either “[d]esired within-person” or “[d]esired person-environment” consequences. Goals, in fact, direct cognitive abilities to achieve for the person’s aim and have within-person (positive self-evaluation, exploration, intellectual creativity,…) and person-environment desired (individuality, mastery, safety,…) consequences (ibid). Whereas the latter refer to the individuals seeking to assure the wellbeing of others, the former is characterized by students’ hard attempt to develop self-interest (Boekaerts et al., 2006). Additionally, mastery orientation, also referred to as task involvement in Goal Orientation Theory, is thought to be related to Intrinsic Interest (Ames, 1992). It is often coupled with the attempt to undertake challenging activities and, consequently, has the capacity to develop a more positive attitude to learning, which develops interest in the content of learning.

Goals are also believed to be an aspect of the cultural representation and part of it. Culture often has ‘motivational forces’ (D’Andrade, 1992:3; cited in Munro 1997: 13) that determine goals which individuals get in terms of ‘conceptual structures’ (ibid). D’Andrade (1992) argues that these structures play the role of goals. Hence, goals become individual manifestations of large cultural conceptual structures. However, pursuing personally-interesting mastery orientations or goals with desired within-person consequences do not necessarily depend on individualistic, decontextualised processes. Goals are usually defined within broader societal values and community norms about accepted norms and practices (Boekaerts et al., 2006). Even innovation waves that make particular goals more relevant and personally interesting than others are negotiated in social interactions. Boekaerts (2003:40) explained that personal goals “have been established in reciprocal interactions with peers, siblings, and parents in a variety of different settings.” The establishment of goals is thus dependent on the social
relations the subject entertains and the social interactions that initiate change and innovation.

2.5.2. Social Psychological Perspective

Although Motivational and Social Psychology accounts on motivation seem to rely on dissimilar perspectives, notably individualistic versus social, respectively; their ventures result in overlapping accounts. More importantly, the social dimension is omnipresent in the studies carried. However, the distinction between the two is eminent at the methodological level, at least. This distinction reveals how concepts related to interest and SE are central in most Social Psychological perspectives. Since social psychological accounts focus on the role of attitudes and social influence (Dornyei, 2001: 29), the theoretical backgrounds revised below are theories of: Interest, Attribution, Planned Behaviour, Self-efficacy, and Self Determination.

a. Attribution Theory (AT)

In their attempt to employ the cause-effect relation to explain why certain actions happen, humans infer the causes of their behaviour to specific reasons. Thus, the significant determinant of engagement in tasks depends on the causal attributions the individual makes of past experiences that resulted either in success or in failure (Weiner, 1985). In particular, the attribution of past success and failure to the individual’s capabilities are central to determining the choice of the engagement and perseverance in the task attempted. In fact, this is what makes the role of attributions as mediators between personal experience and efficacy beliefs exceptionally significant (Bandura, 1986).

Weiner (1992) believes that our behaviour is determined by the attribution of causes to past events - that happened either to us or to other people - and the corresponding cognitive perceptions. In fact, the processing of a learner’s past experience is not only the field of interest. SE theory also relies on attribution processes to explain how learners’ SE level is determined. Learners tend to attribute past experience success or failure to a deficiency or sufficiency in the efficacy level. Bandura (1986) proposes that
the interpretation of past experiences and the attribution of success and failure represent basic sources of SE.

However, for Kelley and Michela (1980), only the desire to feel good – and not the attribution of causes to any events- is what leads to the positive explanations of our life experience. It is only the affective aspect resulting from the individual’s evaluation of past experience which leads to the nature of the explanation. Attributions are, thus, mere illustrations of the impact resulting from these experiences. Moreover, Attribution Theory fails to provide a predictable relationship between attributional ideas and future behaviour; the way the attributions are processed to determine choices and engagements. Besides, its basic assumption is not clear. In fact, this is what accounts for the fact that most of its assumptions remain largely theoretical and untested (Hoyenga and Hoyenga, 1984).

b. Theory of Planned Behaviour (TPB)

Ajzen (1988, 1991) employed the concepts of *intentions* to predict behaviour. These intentions are mediated by the perceived availability opportunities. This perception, referred to as the “perceived behavioural control”, is a central concept in the TPB (Ajzen, 1991: 183). This construct is thought to originate from SE Theory (Bandura, 1977, 1986, 1997) and it is used to account for the degree of control the individual has over the desired behaviour. When the level of control is high, the person’s intention alone accounts for action (Dornyei, 2001). “*[P]erceived behavioural control*” (Ajzen, 1991: 183) helps determine the outcome expectancy in Bandura’s SE (Bandura, 1997). The level of the former is thought to reflect a high level of SE. Students’ intentions to acquire an L2 are mediated by the level of control they have over the learning outcome. The latter is analogous with the concept of expected outcome in L2 learning SE. Thus, TPB exhibits a large overlap with major concepts in SE.

c. Self-efficacy Theory

Like many motivation theories, SE stresses the importance of the assessment of capability (Bandura, 1986) and its impact on performance and achievement. Also, as a Social Cognitive Theory, SE argues that a student’s high efficacy results in enhanced
academic performance. Apart from its relevance to interest in L2 learning, SE is also an area of intersect among motivation perspectives and a dimension of central importance in L2 learning motivation research. The unique explanation SE provides for L2 learning motivation places it among the most important motivation theories. Meanwhile, its association with the Omani students’ socio-cultural dimension makes it an essential aspect of their English as L2 learning motivation. Hence, this section will develop a better understanding of how significant SE is for Omani students’ L2 learning and how it relates to their cultural background.

What makes SE central to the major claims made by the most influential motivation theories is its emphasis on the individual’s capability – rather than actual ability – to perform a task in order to determine which task to undertake and how much effort and persistence to be expended. In fact, SE agrees with a number of motivation theories, including EVT and Goal Orientations, on the significance of the individual’s self-perception of performance (Alderman, 1999). EVT stresses that the expectance of success depends on the outcome expectation set by the individual. This is best accounted for by SE judgments which represent a more realistic arbiter of the individual’s capabilities and, therefore, help decide the level of engagement. In fact, Bandura (1991) maintains that values and expectancies are not enough to motivate students. Basically, having the skill and knowledge to perform a task, high outcome expectations, and high task values do not guarantee which act to undertake and how much effort to expend if the level of SE is not determined. Goal Orientation Theory, on the other hand, believes that setting goals is determined by the perceived ability to perform them, which represents the essential claim made by SE. For the latter, the individual’s judgment of his/her capabilities determines his/her performance and achievement (Bandura, 1997). This is assured by influencing the individual’s engagement in a given task, the effort to be spent and the degree of persistence. These judgments represent the individual’s beliefs about capability and not necessarily the actual ability resulting from actual performance (Alderman, 1999).

In the academic context, the concept of SE is central to the understanding of students’ motivation. Schunk (1989) argues that academic SE refers to the students’ judgment of their capabilities to perform specific tasks and not their levels of self confidence or how
they actually perform. This makes efficacy beliefs vary from one course to another. L2 learning SE, for example, is different from a mathematics SE. After a detailed review of a number of studies on the role of academic SE, Zimmerman (1995) concluded that SE, which also enhances memory, is thought to affect effort and persistence. However, Schunk (1996:8), later, introduced a more specific term\(^1\): “Learning Self-Efficacy”, which refers to the learner’s judgments of capabilities in doing specific tasks like performing in a speaking task or writing a particular college assignment. This seems to be more relevant to L2 learning motivation as the tasks performed differ in their degree of difficulty and the type of performance required. The idea of efficacy assessment in L2 learning seems quite important for Omani, and Arab students in general, as they constantly need to evaluate their levels and see how well they are doing. They cannot always be certain how successful they are in learning a language largely different from their mother tongue without these evaluations.

The concepts behind SE and self-confidence are different. Although the closely-linked and L2-learning-relevant construct of ‘linguistic self-confidence’ (Noels & Clément, 1996; Dornyei & Clément, 2001) attempted to address the issue of L2 motivation, SE and self-confidence remain far from being synonymous. Whereas self-confidence usually refers to an individual’s general perception of his/her own abilities; SE is a judgment of the capability to perform a specific task (Dornyei, 2001).

Bandura (1997) believes that there are four main sources of SE, listed in the order of importance: task accomplishment, vicarious experience, verbal persuasion, and the physiological state. Task accomplishment, the most important, refers to personal past experiences and the way the individual interprets them, either as indicators of high ability or evidence of low capability. Vicarious experience results from observing the performance of others and using them as models. Verbal persuasion represents the messages an individual receives from significant others and which affect performance. Negative messages about one’s expectations are thought to have higher effect than positive ones (Alderman, 1999). The least influential source of SE, according to Schunk (1989), is the physiological state of the body which reflects the individual’s ability to perform. Sweating and high heart beating rates, for example, can be indicators

\(^{1}\) Quite different from Bandura’s ‘academic Self-efficacy’ (Bandura 1997).
of a low level of SE. Although Bandura (1997) defended the importance of these typical sources of SE, he maintained that other psychological processes can also be identified.

Pajares (1996) urged researchers to identify other sources in order to support research on academic SE. In line with this tendency and in agreement with Bandura’s assertion that “Self-affirming beliefs promote development of skills and a sense of personal efficacy” (Bandura, 1997: 101), Usher and Pajares (2006) employed the concept of ‘invitations’ derived from Purkey’s Invitational Theory (Purkey, 2000). The theoretical background suggests that people interpret their experiences and the world around them using their views about themselves and about others. These interpretations can later be used to send internal messages to empower oneself. Besides, interpretations of observations are thought to affect self-beliefs. If their content is positive and supportive of one’s potential, they play the role of “self-affirming beliefs”, which “promote development of skills and a sense of personal efficacy.” (Bandura, 1997: 101). Their apparent similarity -with social persuasions- does not exclude the fact that, whereas the latter refer to the messages received from significant others, invitations refer to the messages sent (Usher and Pajares, 2006). Positive invitations indicating that a particular individual is capable, valuable and responsible help develop competence and capability beliefs, including SE (ibid). The importance of this potential source lies in the prospective social dimension which can be added to the sources of SE. The study conducted by Usher and Pajares (ibid) on the role of invitation as a source of SE asserted that this factor confidently predicted academic SE beliefs of white and African American students for both boys and girls. Also, Bandura’s idea is that human behaviour is the outcome of the interaction between the individual’s self-system and different environmental factors (Bandura, 1986). Hence, there is a possibility of identifying other sources of SE that systematically account for the role of persuasion in changing people’s SE levels and the underlying mechanisms. Adding a socio-cultural aspect to motivation foundations in general and to SE sources in particular can be very significant.

That SE is affected by persuasion makes the socio-cultural structure significantly appropriate to the study of motivation. In a social context, e.g. in Oman, where the
social relations and structures are effective, the socio-cultural dimension is likely to play an important role in determining motivation. The term “culture of learning” is more specific in describing the particular expectations and values a social group shares about learning, including the roles (of teachers and students), approaches, methods and activities related to education (Jin and Cortazzi, 1995, 1998, 2008, 2011; Cortazzi and Jin, 1996, 1999, 2002; Cortazzi, Jin & Wang, 2009). In a very recent study conducted by Jin and Dadi (submitted), these cultures of learning largely determine motivational factors. Both interest and SE are influenced by the local culture of learning through social relations (ibid). Hence, SE sources and magnitudes possibly differ from one culture to another.

According to the dimensions of cultural differences identified by Hofstede (1991), SE sources are not the same in all cultures. People in individualistic societies are likely to get feedback mainly from their personal performance and cannot possibly make comparison to adjust one’s capability compared to others. Meanwhile, individuals living in collectivist societies receive feedback on their performance as well as on the performance of others, which makes comparisons and judgments of capability more accurate. However, individual achievements, and the accompanying encouragement, are more rewarded in the individual type of cultures. Regardless of the rigidness within which these characterizations can fit particular societies, some empirical studies of the relationship between culture and SE have supported that the sources of SE are often culture-bound (ibid). In societies where social ties play a central role in the individual’s life, persuasion can be more influential than the limited mastery experience. In fact, Schunk and Pajares (2001) discussed another possible source of SE: the familial and peer influence. This reveals that enabling a child to interact positively with the surrounding environment also affects the development of SE. Peers, on the other hand, model the similarity of the group. It is through discussions between friends that the choice of activities is determined and aspects of SE are constructed.

However, an enhanced SE is, from another angle, a pre-requisite for the development of interest. Bandura and Schunk (1981) believed that the ultimate effect of the development of proximal goals and the promotion of SE is the improvement of Intrinsic
Interest. In fact, school children are believed to give high value to the tasks they perform if these tasks are interesting enough to them.

d. Interest

Interest is a personality development construct appropriate to motivation and education (Schiefele, 1991: 301) which encompasses social and psychological aspects (Deci, 1992: 61). Unlike other motivation constructs, it is content-specific and, thus, most likely relevant to language acquisition. It is also anchored to major motivation dimensions. More significantly, its developmental social reality, which constantly evolves through negotiation and social relations, interacts with SE to provide an innovative dimension of motivation. This dimension is based on context-specificity and developmental social discursive reality.

Interest represents a specific relationship between the individual and an object (Muller and Louw, 2004), for instance, the learning of a second/foreign language in this study. It is normally associated with a high intrinsic motivation and a strong determination to perform a task. Like most motivation constructs, interest also links with other factors to the extent that “it is difficult to deal with one motivational construct without invoking the name of another.” (Murphy and Alexander, 2000: 40). From another angle, interest also has an intersecting area with Goal Theory. For Renninger, Hoffmann, & Krapp (1998), interest is linked to the ‘goal structure’ of the individual. Personal goals determine what interests the individual as a motive. However, for Ainley and Hidi (2002), the main concepts remain unchanged regardless of the increasing number of terms that motivation research literature has supplied.

The sources of interest as discussed by Silvia (2003) also reveal its interrelatedness with SE. By intuition, it is only in things they think they can do that individuals normally show interest. However, people’s engagement in activities they think they can do, but which are not necessarily interesting means that SE does not always entail interestingness. Nonetheless, since interest has emotional (liking, etc.) and physical (excitement, etc.) manifestations, it indirectly affects SE by being one of its major sources (see section ‘c’ above). Moreover, if a learning task is thought to fit the learner’s ability, it may possibly become interesting (ibid). Bandura (1997), on the
other hand, argues that a reasonable level of SE is necessary to generate interest. However, Silvia (2003) concludes that when the individual is not certain about his/her SE level, the learning task becomes more interesting. This uncertainty is, thus, the main mediator between interest and SE.

The phases of interest development identified by Hidi and Renninger (2006) reflect not only the developmental aspects of this construct, but also the role of environmental factors. These factors and the underlying social interaction processes contribute to the evolution from the situational to the purely individual type of interest. During the ‘Triggered Situational Interest’ phase, interest is initiated by the environment and supported by external factors. More attention, persistence and time allocation to a task are the basic features of the ‘Maintained Situational Interest’ which normally characterizes types of learning environments of project-based learning and one to one tutoring. However, it is not always externally supported. The ‘Emerging Individual Interest’ phase is characterized by a more lasting engagement in the learning task. The positive feelings nurture more stored knowledge and higher value. If this phase is accompanied by more positive supportive feelings, more stored knowledge and higher value for the learning task, it is likely to develop into a well developed ‘Individual Interest’. This last phase reflects a durable concern with the task and a readiness to persevere in the face of difficulties (ibid).

Interest has a number of characteristics. Generally, it can be best defined as a positive feeling towards a specific idea or object emerging from the interaction between the individual and the environment (Krapp 2003a). Krapp (2002a) identified four major characteristics and aspects of the concept of interest. The cognitive aspect combines high levels of stored knowledge and stored values relating to the object/idea subject matter. In fact, the more developed interest is, the more sophisticated the cognitive structures related to that domain of knowledge become. Meanwhile, the higher interest for a particular subject grows, the more the individual becomes ready to learn new knowledge. The emotional characteristics are represented by aspects like, enjoyment, stimulation and arousal in the feeling of competence to accomplish a particular task, which is similar to SE. Interest also leads the person to become self determined and satisfy the basic needs suggested by Social Determination Theory (see ‘e’ in section
2.5.2.). The positive feelings relevant to the interesting experience are stored in the individual’s system of ‘cognitive-emotional representations’ (Schiefele, 1992). In fact, the value-related characteristic of interest is preeminent as the interestingness of an object is generally accompanied by a positive high value. The last characteristic refers to the intrinsic quality which considers interest-based actions kinds of intrinsic motivation.

Interest development is related to the socio-cultural dimension of the society. The ‘Person-Object’ approach to interest (POI) provides a developmental explanation of interest within its relational dimension. First, the concept of interest is differentiated from other motivation constructs by the fact that it is related to a specific content (Krapp, 2002b) and interpreted as a relationship between person and object. This framework places a high importance on the social context to provide the necessary influence on the developmental changes (Krapp, 2002a). Within this social/environmental context, the interaction between the person and the object leads to an engagement with this object, in the first place. It constitutes a cognitive working on the problem by trying to understand the relevant mechanisms underlying its functioning. This results in an unconscious preoccupation with ideas. This object is, therefore, an aspect of an abstract societal reality (Valsiner, 1992). In addition, the individual’s instances of interaction with others participate in formulating similar interests, which are also constantly evaluated in social interactions (Krapp, 2002a). Thus, social ties participate in the formation and shaping of interest through interaction.

The fact that interest is defined by the social group makes this construct, to a large extent, culture-specific. As the main aim of the POI framework is to develop a theory that suits educational needs (Krapp, 2002b), the social dimension emphasizes the building of knowledge through relationships and interaction. In this sense, the development of interest is seen as a continuum which goes from situational to stabilized kinds of interest (Krapp and Lewalter, 2001). The latter can lead to a self-regulated and self-determined learner (Wigfield, Eccles, Schiefele, Roeser & Kean, 2006).
e. **Self-Determination Theory (SDT)**

The dichotomy between intrinsic and extrinsic views was transformed into SDT that replaced the old conflicting views by a continuum that goes from controlled (extrinsic) to self-determined (intrinsic) behaviour. The basic assumption of SDT is that human beings need to satisfy three basic needs: autonomy, competence and relatedness. On the continuum of autonomous regulation, autonomy is the highest level of determined behaviour. At the other side of the continuum, there is an external regulation stage characterized by the effect of extrinsic rewards on behaviour (Ryan and Deci, 2000). Then, at the introjection stage, the internal processes regulate behaviour when the individual can act because of a feeling of guilt or self worth. At the identification level, the individual still maintains the instrumentality of behaviour but identifies with it by accepting its values. Integration is the last and most developed form of extrinsic motivation that results in self-determination. Thus, being self-determined means engaging in an activity “with full sense of wanting, choosing, and personal endorsement” (Deci, 1992: 44). SDT helps L2 learners organize their orientations (Noels, Pelletier, Clément & Vallerand, 2000) by giving them freedom of choice and autonomy and helping them devise the right cognitive strategies (Dornyei 1998a). In fact, this notion of wanting, choosing and personal endorsement reflects a feeling of interest and underlies a positive sense of SE. The personal endorsement feeling demonstrates that self-determined learners are, in fact, motivated learners with high SE and interest levels.

### 2.6. Theories/Models of L2 Motivation

#### 2.6.1. Gardner’s Theory and the Socio-educational Model

According to Gardner (1998), the study of motivation includes: the learner’s attitude towards the target language, the desire to learn the language and the intensity of the engagement. The basic assumption of this theory is that language learning, like any other social activity, is a social venture. The motivation to learn an L2 starts with the attitude the learner has towards this language. It is at the orientation level that the choice to engage in the task and how far learners will persist are both determined.
Gardner (1985:6) stresses that the learners’ attitude towards the target language necessarily influences “how successful they will be incorporating aspects of that language.”

Meanwhile, since language reflects its native speakers’ social and cultural identity, learning a foreign language involves the adoption of a new self-image and even “the adoption of new social and cultural behaviours and ways of being” (Williams, 1994:77, cited in Dornyei, 1998a). Thus, learners with a favourable attitude towards the target language reflect an integrative type of motivation and are often more highly motivated (Gardner, 1985).

The Socio-educational model (Gardner and Lambert, 1959) is an education-proper model of L2 learning that has three main features: (a) an integrative motive, (b) a socio-educational model that incorporates motivation as a major component, and (c) the Attitude Test Battery as a motivation test (Byram, 2000). Apart from the social dimension, Gardner’s model tends to employ affective factors. In fact, the socio-educational model can also be called Social Psychological in that the two perspectives agree that an individual’s attitude towards an objective determines his/her readiness to make the effort necessary to achieve the goal.

However, this model has received extensive criticism from motivation researchers (Clément and Kruidenier, 1983; Dornyei, 1994a, 2005; Lamb, 2004), and Gardner (1985) himself recognizes that his model is not necessarily true, nor does it have to be true. Its only merit seems to reside in the ability to bring practical suggestions and develop new research perspectives. The first wave of criticism centred on the necessity to adopt a wider view of motivation constructs. This urged Tremblay and Gardner (1995) to include constructs from EVT and Goal Theories. These included essentially Goal Salience (the specific definition of goals) and Value (valence) to replace the desire and attitudes. They also employed SE, which encompasses both anxiety and expectancy. However, the integrative motive construct remained a central part of both versions (Dornyei, 2001).
2.6.2. Dornyei’s Model

This model is based on the threefold motivation construct developed by Clément, Dörnyei & Noels (1994) – that included integrativeness, linguistic self-confidence and the appraisal of the classroom environment. The latter, which was also called ‘ideal self’ (Dornyei, 2008) and referred to the evaluation of the teacher and the course, replaced Gardner’s (Gardner, 1985) integrative motive. This was employed in Dornyei’s model (Dornyei, 1994b) to add another facet to the multidimensional nature of motivation. Dornyei’s aim was to make a comprehensive study of motivation using a list of possible components. The list comprised a learning situation level, including: course-specific (syllabus, teaching materials, teaching method), teacher-specific (behaviour, personality and style), and group-specific components (goal-orientedness, norm and reward systems and students’ goal structure). The first component parallels Crooks and Schmidt (1991) four conditions: intrinsic interest; relevance of the teaching to the learner’s needs, values and goals; expectancy outcome; and satisfaction (Dornyei, 1998a).

However, Dornyei’s failure to provide a directional relationship between the components included renders the framework a mere exhaustive listing of factors rather than a coherent model (Dornyei, 1998a). In a later attempt, Dornyei (1998b) provided a list of thirteen constructs underlying different motivation models and frameworks and organized them within the following dimensions: affective, instrumental, macro-context-related, self-concept-related, goal-related, educational-context-related and significant others-related. Although this framework reflected another attempt to provide a synthesis of motivation factors, it did not lead to the elaboration of a new model of L2 motivation.

Nevertheless, Dornyei and Otto’s (Dornyei and Otto, 1998) process-oriented model provided a synthesis of different motivation frameworks. It was organized around two main dimensions: action sequence and motivational influences. The former dealt with “…the behavioural process whereby initial wishes, hopes, and desires are first transformed into goals” (Dornyei, 2001:85) as well as with the eventual realization of these goals. The three action phases identified with this dimension were: preactional (choice), actional (execution), and postactional (retrospection) phases. Motivational
influences, on the other hand, included influences on execution, goal setting, intention initiation and formation, and postactional evaluation (ibid). As a result, the intention to unify motivation research by employing a comprehensive analysis and the integration of different perspectives resulted in an account reflecting the complex and multifaceted aspect of motivation in L2 learning itself.

A more developed version of Dornyei’s model (Dornyei, 2001) employed a cycle of ‘motivational teaching practices’ which included four basic components: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. This model was classroom oriented and based on recommendations of the role of the teacher to promote teacher’s motivational practice. The effect of the latter both on the students’ motivated behaviour and the self-reported student motivation was empirically studied by Guilloteaux and Dornyei (2008). The findings indicated a high level of significance in the correlation between the two main constructs: the teacher’s motivational practice and the learners’ motivated behaviour. The significance of the new model in motivation studies lies in its practicality and the possibility of employing the findings directly in the L2 learning classroom. Thus, the teacher can find practical guidelines in such empirically-supported studies by employing the number of recommendations - each representing a particular motivation construct -grouped around different perspectives. This fairly comprehensive attempt makes motivation studies more useful to L2 teaching practice. However, there is no guarantee that the socio-cultural context and factors, which play an important role in L2 learning, are adequately accounted for. In addition to the models suggested, L2 learning motivation research was also characterised by some dichotomous accounts.

2.7.  Dichotomies

2.7.1.  Intrinsic vs. Extrinsic Motivation

The intrinsic versus extrinsic explanation relies on the orientation of the individual learner and tries to attribute action to internal or external forces. At first, these two concepts were used to determine the type and quality of motivation. Later, the
dichotomous analysis turned into the study of the extent to which learners’ behaviour is autonomous or controlled (Deci and Ryan, 2000).

Initial conceptualizations of the two terms depicted them as antagonistic concepts (de Charms, 1968 cited in Vansteenkiste, Lens & Deci, 2006). In fact, their definition depended on the type of reward or the rationale for engaging in a task. If the action is not done “as a means to an end” (Dornyei, 2001: 27), without expecting any external rewards, the motivation underlying this behaviour is intrinsically driven. However, if the action performed is done for an external reward or to avoid punishment, the type of drive referred to is extrinsic motivation. The latter is thought to undermine the former and, consequently, often underlies less positive results and lower levels of achievement.

The concept of intrinsic motivation generally refers to freely engaging in activities without expecting any external rewards. The concept was first used by Harlow (1953) and White (1959) (see Vansteenkiste et al., 2006) to designate any activities not physiologically-generated. In fact, the support intrinsic motivation as a learning facilitator received from experimental studies made it directly relevant to education, in general (Ryan, Mims & Koestner, 1983) and particularly useful in promoting conceptual learning and creative thinking (Deci and Ryan, 1985). In addition, when combined with a high level of interest, intrinsic motivation normally results in remarkably higher cognitive and emotional capacities (Deci and Ryan, 1994). As a result, intrinsically motivated learners reflect remarkable curiosity, exploration, spontaneity and interest. However, it is believed that this type of motivation requires autonomy and freedom of choice as well as novel and interesting activities (Deci and Ryan, 1985).

Extrinsic motivation, on the other hand, is linked to the reward one would expect from performing an act and it is often associated with an undermining effect over learning an L2 (Dornyei, 2001). Learning something for the sake of an external recompense, for example, was thought to support memorization and rote learning. However, in a more developed version of the intrinsic versus extrinsic account, Deci and Ryan (1994) maintained that an extrinsic type of motivation can become a high source of motivation. There are three types of extrinsic motivation: external regulation, introjected regulation and identification (Vansteenskiste et al., 2006). The first one is considered the least
autonomous because essentially external factors are behind it. The second type is characterized by a strong internal feeling to meet an outside requirement; like a strong feeling of guilt. However, identification is the highest form of extrinsic motivation characterized by a wilful engagement and a more elevated level of internalization (ibid). In fact, this perspective not only supported extrinsic behaviour’s contribution to motivation arousal, but it also enabled Deci and Ryan (1994, 2000) to transcend the intrinsic/extrinsic dichotomy and establish Self Determination Theory (see section ‘e’ in 2.5.2). However, both extrinsic and instrumental kinds of motivation are apparently related to external factors. In the Omani context, the social structure is likely to largely determine individuals’ beliefs and orientations. In these types of socio-cultural contexts, individuals are expected to engage more in activities with immediate rewards. Hence, their motivation to learn English as L2 is likely to have more extrinsic than intrinsic orientations. It is also unlikely to be aimed at integrating into the target language community.

### 2.7.2. Integrative vs. Instrumental Motivation

The concept of integrative orientations in L2 learning was essentially supported by Gardner and Lambert (1972) to define a particular identification of the learner with the target language community. Although this paradigm dominated the L2 motivation literature for decades, its growing criticism has found in the environmental and age-related / epochal factors enough evidence to resist its arguments.

Both integrative and instrumental types of motivation represent the orientation stage in Gardner’s Model (Gardner, 1985). The concept of instrumental motivation was employed by Gardner to determine the goals and orientations of learners. These orientations are either interpersonal leading to integrative drives or practical resulting in instrumental intentions (Byram, 2000). Whereas the latter focus on the potential gains the learner can get (having a good job, etc.), the former reflect a desire to interact with the speaker of the target language. However, integrative motivation is a composite construct grouping three main aspects: Integrativeness, Attitudes and Motivation (ibid). Integrativeness refers to the fact of having a favourable attitude to the L2 community and to foreign language learning in general. Attitudes reflect the learner’s view of the
learning situation. Motivation, on the other hand, represents the desire to engage and the effort to be exerted (ibid). For Ushioda and Dornyei (2009), integrative motivation has two versions. The strong version, advocated by Clement and Crudenier (1983; cited in Ushioda and Dornyei, 2009) defines it as a social identification and integration. Meanwhile, McDonough (1981, cited in Ushioda and Dornyei, 2009), who represents the moderate attitude, defines it as an interest and affiliation. Thus, those who like the target language and are willing to integrate into the community and its culture are more successful than others (Falk, 1978, as cited in Norris-Holt, 2001). Nevertheless, whereas integrative motivation essentially refers to the desire to become bilingual in the EFL context, instrumental motivation is an aspect of Second Language Acquisition (Norris-Holt, 2001).

Studies seem to support that instrumental motivation is more appropriate to L2 learning (Norris-Holt, 2001). An experimental research conducted by Lukmani (1972) revealed that, for Indian non-Westernized female learners, instrumental motivation was practically more useful. Furthermore, Kachru (1977) found out that, although Indian learners are instrumentally motivated, they are successful.

In their attempt to establish a new paradigm in L2 motivation, Dornyei (2009) radically challenged the concept of integrative motivation. Dornyei considers it an enigma that has no relevance to L2 learning in schools where students have no direct relationship with its speakers. Hence the emergence of a World English (ibid) makes the target language community less eminent for learners. The expected desire to integrate into this community also becomes less tenable as a reason to learn an L2. This analogy leads to the belief that the learner’s L2 learning identity integrates with the possible self. Integrativeness thus becomes the L2 self.

2.8. Interim summary

Examining human motivation from different dimensions not only facilitates the formulation of an accurate conceptualisation, but also leads to the elaboration of a synthesis that makes the study of its constructs more accurate. However, at the psychological level, the various perspectives discussed reveal possible combinations
between the different claims underlying significant theories. The graph below (Figure 1) shows the relationships between interest and SE and the main motivational theories and models applicable to L2 learning. Whereas expectancies, values and attributions are encompassed by the construct of SE, the value of a task is what determines interest in performing it. Goals, on the other hand, are mental representations of desired actions which represent personal interests. Moreover, achievable goals enhance the sense of SE. Meanwhile, both interest and SE are related. The development of one usually depends on the other.

The graph representing the relationships between interest, SE and the main trends in motivation research (Figure 1) shows the extent to which these two constructs are central. The main trends within Motivational Psychology are Goal Theories and EVT. Goals are represented in the SE beliefs of the individual learner. Goals evaluated as being achievable increase SE. Hence, the pursuit of academic goals is in relation with the students’ SE. Meanwhile, some types of goals -within-person goals- require developing self-interest. The involvement in a task is also an aspect of interest. For EVT, the expectancy of an outcome is determined by efficacy beliefs. The value of a task, on the other hand, determines interest in it.

The main theories operating within the Social Psychological movement are: AT, TPB, and SDT. There are some strong associations that relate their core concepts to those expressed by interest and SE. These conceptual links show the extent to which these constructs are essential in the study of the L2 learning motivation of Omani students.Attributions not only mediate the relationship between interest and SE, but also constitute a basic source of SE. Also, a developed stage of self determination usually reflects a feeling of interest and underlies a sense of efficacy. With regards to planned behaviour, while SE helps behaviour control determine the expectancy level, intentions are manifestations of personal interests.

Major models of L2 learning motivation employ SE concepts. Dornyei’s models of L2 learning refer to SE as representing a system of self-evaluation or as having self regulatory effects (Figure 1). However, in Gardner’s socio-educational model, SE covers concepts of anxiety and expectancy.
The reviewed literature (Figure 1) clearly shows the noticeable importance of the concepts of interest and SE. The overlaps between their theoretical backgrounds and those of the major trends in psychology reveal their importance as representatives of students’ English as L2 learning. In addition, the inherent socio-cultural component makes their relevance to the Omani students’ socio-cultural backgrounds eminent. Both interest and SE interact with the socio-cultural dimension of motivation. Interest depends on an object, an individual and a context mediating their relationship. On the other hand, SE largely depends on comparisons and evaluations individuals make with their peers and social milieu. In addition, both interests and efficacy beliefs are dependent on larger social choices and values. Hence, the claims that these two factors account for Omani students’ L2 learning motivation and that social contexts influence this motivation seem to have enough theoretical evidence.

Deci and Ryan’s description of motivation research as a continuum from mechanical to organismic accounts (Deci and Ryan, 1985) can best define the end of the Motivational versus Social Psychology conflict era. Although during this period motivation research was given a humanistic dimension, the social origins of behaviour were not intertwined with the psychological facet. However, the revival of interest in motivation research during the 1990s was accompanied by a specific interest in classroom research and in the contextual study of motivation (Dornyei, 2001). This was also accompanied by an emphasis on the social context in psychology itself (Mc Groarty, 2001). Gardner’s socio educational integrative view was recently challenged by Ushioda and Dornyei’s (2009) idea of the L2 Self motivation systems. However, this does not totally eradicate socio-cultural effects in L2 motivation nor does the emergence of a World English (ibid) necessarily make them irrelevant. It is mainly with the emergence of research on interest and SE that the role of social aspects in shaping the choice of and the persistence in particular actions was stressed. Nowadays, there is an ever growing need to study the social aspect of motivation and include it from an innovatively original socio-cultural perspective.
Figure 1: The relationships between interest, self-efficacy and the main motivation trends in Motivational Psychology and Social Psychology.
2.9. The social dimension of motivation

2.9.1. The relevance of the social dimension

The social dimension is not only an aspect of L2 learning, it is also an inherent characteristic of any serious attempt to address the issue of motivation in general. Although it has been widely treated as a psychological aspect of human behaviour, motivation also has a social facet. This facet is characterized by the role of interpersonal relations within linguistic communities in determining choices and engagement in actions.

In his attempt to conceptualise motivation, Brophy (1987) explained that it is a competence acquired through experience, and directly stimulated by a number of factors, including socialisation by significant others. It is the role of the immediate social environment, and at a later stage, the whole socio-cultural context to determine the motivation for a particular set of orientations/choices to be pursued in life. Hence, the need for a perspective that relates the context of the external world to the issue of L2 learning motivation is the key to understanding the mechanisms responsible for the initiation and maintenance of motivation. This study aims at employing concepts of influence within social relations. Particularly, the principles of the analysis of personal relations will be adopted with a particular emphasis on the influence capacity of social relations (Cotterell, 1996).

Some attempts have been made to integrate the social dimension into the study of motivation (Brophy, 1987). Among the accounts which recognise the effects of social and cultural effects on motivation, there is Williams and Burden’s work (Williams and burden, 1997). This framework is based on the idea that motivation is influenced by contextual factors. It presents a list of internal and social factors that influence motivation for L2 learners. More significantly, it maintains that the social context influences individuals through social interaction (ibid: 121). This view originates from Social Constructivism, which views knowledge as a socially constructed field (Lee and Smagorinsky, 2000). Although their approach represents a distinctive view in motivation research, their intention doesn’t seem to provide a deep understanding of the
mechanisms responsible for influencing and determining motivation. Williams and Burden (1997) do not give an explanation of how the social context influences the individuals to learn English as L2. This work does, though, offer an account of the way people influence each other and how important others can play a significant role in influencing individual learners.

The importance of significant others lies in the emotional attachment that relates them to individuals. In contrast with individualistic societies, the pursuit of goals highly valued by the individual’s social relations is greatly emphasized in collectivist societies. Even the setting and the value of personal goals are determined by the importance the group allocates to different choices. Collectivist societies value norms of interdependence and well being of the group. This creates a sense of strong affection for significant others (Shaffer, 2005) who, either directly or indirectly, affect our choices and orientations.

In fact, in Second Language Acquisition research the social dimension is often concealed by a number of decontextualised factors. Instead of addressing social and context-specific factors, researchers often use general constructs of age and gender, for example. In a study of a group of United Arab Emirates’ EFL learners using factor analysis, Semmar (2005) examined the effects of gender, size of geographical area and proficiency on learners’ motivation. Although the study revealed a significant importance of gender and proficiency level, a deeper analysis of the factors underlying these constructs was missing. The social conceptualization of gender roles as enforced by group norms and social relations within groups, for instance, tends to be more realistic than the less socially-situated factors (gender, proficiency). In another study, Al Maiman (2005) examined Saudi Arabian seventh grade students’ motivation, before and after taking an EFL course. He attempted to measure motivation then to identify its key factors. This study relied essentially on constructs derived from Gardner’s model (Gardner, 1985; 2001) and included parental encouragement -among four other components- as a significant construct. However, the influence of parents was not studied within a framework of social influence.

Encouragement is not, in effect, the only type of influence parents can exert on their children’s motivation to learn a foreign language, neither are parents the only source of
influence. Parents and peers influence, either directly or indirectly, the L2 learner’s motivation. Thus, excluding the role of social groups in motivation studies seems unreasonable especially in societies where the individuals’ social life is central to his/her existence. Social groups are likely to determine, to a large extent, the group members’ academic motivation and performance. Steinberg, Dornbusch & Brown (1992) found out that African American peers who live in larger social groups discourage academic achievement and tend to reject any high achievers among them. This attitude, consequently, affects the group members’ engagement in academic activities. In fact, a peer group is not only a collection of playmates, but also a confederation meeting regularly (Cotterell, 1996) and sharing, among certain things, a feeling of belongingness and a set of collective norms and values.

The power of peers - especially in collectivist societies- is enacted through interaction to exert pressure on each other’s choices and engagement. Peer interactions undoubtedly play a significant role in developing particular social and cognitive competencies (Shaffer, 2005). Engagement in social interaction is one aspect of children’s sociability, which aims at assuring other peers’ attention and approval. The outcome is a similarity in attitudes, behaviours, interests and even in academic success (Epstein, 1989). Although similarity can be at the origin of the choice of peers in a group, influence can help regulate their attitudes and interests. In fact, influences result from discussions that help set norms of behaviour and appearance. As a result, peer influence leads to the reinforcement of certain types of behaviour. It also facilitates the evolvement of social models, objects of comparison and agents of persuasion. Until early adolescence, the amount of pressure exerted by central group actors on peer group members and, consequently, the need for conformity get stronger. However, the adolescents’ need to be more autonomous and independent is manifested as a rejection of parents’ values when the latter conflict with peers’ values (Shaffer, 2005).

2.9.2. The significance of social factors

People tend to be affected by features of social relations as well as by the quality and the type of relationship Cotterell (1996). However, the interplay between these features and relationships is likely to explain the sources and mechanisms of influence. Thus,
needs to establish a connection between the features and types of relationship qualities in order to be able to interpret the influence of the social dimension.

2.9.3. Attachment and Identity Theories

In order to account for this influence dimension, Cotterell (1996) suggested using two theories of psychology, namely Attachment and Identity theories. The former is based on the assumption that individuals form views that conform to those expressed by people who are important to them. From an attachment perspective, the emotional basis of social relations and the sense of security and belongingness can function as driving forces for social relations. Emotionally supportive discourse and affective bonds between group members can provide support and security (ibid). While these affective aspects are essential for the integration of the individual into the social thread and the whole community, they create attachment relations and enforce the attitudes of the community (ibid). Yet, mutual affective responses are often a prerequisite for the formation of social units. In conclusion, attachment and emotional security have a potential effect on the motivational forces and the adoption of the group norms. Nevertheless, this framework does not seem to provide an explanation of the mechanisms responsible for enacting the influence and the adoption of group values.

Social identity theory, on the other hand, seems to provide a more solid account. Tajfel (1978) argues that the behaviour of the individual does not always have to exclusively reflect individual norms and values. Belonging to a group seems to have an impact on the way our views should be articulated. Mc Dougall (1921) explains this by explicitly distinguishing the laws governing group life from those pertaining to individual life. Social identity is a reflection of the knowledge members of a social group have and an aspect of the community’s attempt to adjust its members’ psychology (Cotterell, 1996). A number of self-categorisation processes are needed for individuals to conform to the views expressed by significant others. Meanwhile, a number of relevant processes are also necessary for explaining the influence of the social group. According to Cotterell (ibid), these processes are group polarization and social comparison. The former refers to the discussion people sharing the same values have, which leads to the endorsement of the group norms. However, individuals can also evaluate the extent to which their ideas conform to those of the group members. If the result of such an evaluation
reveals a high level of similarity between the individual and his community, group cohesion and conformity are sought. In terms of the assumptions made by the theory of social identity, comparison leads to the building of social identity.

However, individuals’ personality aspects are not always the outcome of the pressure exerted upon them. Behavioural patterns of individuals are in fact related to the structural position of these individuals within groups and of groups within the whole social thread (Degenne and Forse’, 1999). In fact, the effect of the structure on the formation of norms, choices and attitudes is the object of study of the effects of social relations. Such effects also result from the consequence of group interaction on structure. That is why individuals have to be studied in their relation and interaction with others within one particular social structure. Therefore, social analysis studies examine individuals as actors subject to influence and with regard to the influence capacity.

2.9.4. Structuralist paradigms

Another classification of the study of the social structure is social class. Social class represents a hierarchical classification based on individuals’ power and interests, basically economic and political. Within the Marxist model, a social class is defined by its relationship to and possession of the means of production (Croix, 1984). Individuals’ social roles and positions determine not only their set of norms and values, but also social relations and the mechanisms of influence and norm maintenance. However, this model tends to be predetermining. Individuals’ values and norms are predestined by their position with regard to the means of production (Giddens, 1971). Also, the expectancy of the social affiliation to determine the individual’s value system does not explain the actual mechanisms responsible for the transfer of innovation waves and the forces of influence diffusion within societies. Such mechanisms do not always exclusively represent aspects of class consciousness.

The traditional understanding of social relations frequently focused on the ability of the different types of social relations in shaping people’s attitudes, norms and value systems. Consequently, “[t]raditionally, a social structure is characterized as a persisting pattern of social relationships among social positions.” (Galaskiewics,
The study of the immediate social context and the ties that link the individual to other group members enable us to analyse the strength of social relations as well as the type of interaction and effects.

Most sociologists would agree “...that individual behaviour and opinions are rooted in the structure to which people belong.” (Degenne and Forse´, 1999: 1). These structures most of the times include the categories discussed above and are used to categorise the study of individuals’ aspects of social life. However, not all these social structures are totally relevant to the study of L2 motivation. There might be a relationship of some kind between belonging to a social class and the engagement in the learning of an L2, for example. But, the level of generalisation is not always reliable as expected. Meanwhile, the effect of the structures of social relations on individuals’ engagement in particular activities also depends on the specificities of the social context. Each social structure depends on situational factors that make its investigation unique. Some researchers’ attempt to “…construct categories a priori by aggregating individuals according to sex, age, socioeconomic class or other attributes” (ibid: 1). This does not necessarily reflect the structure that controls the manipulation of individuals’ attitudes.

2.10. Verbal and social interactions as sources of influence

Within social relations, interaction is likely to be at the origin of influence. Although the influential effect of social relations on people’s behaviour seems to be an element of convergence in many relevant studies, social interactions represent the agent of change (Kindermann, 2007) and development (Bronfenbrenner & Morris, 1998). Consequently, social interaction influences education and students’ motivation. For Berndt, Hawkins & Ziao (1999), friendship relations are determinants of motivation and performance in academic settings. Meanwhile, for Bagwell, Newcomb & Bukowski (1998: 450), peers’ speech is often inductive. Even when they discuss aspects of disagreement, they tend to persuade others to change attitudes and behaviour. Yet, there is nothing worse for a teenager than being viewed by his peers as not willing to adhere to the group norms (Kinney, 1993).
However, it is not only the closeness (kinship, geography, etc.) between social relations, but also the frequency of the interaction which enacts influence (Laursen, 2005). In fact, this is made more credible by the fact that one of the primary functions of social interaction is the construction of social identity (Bucholtz and Hall, 2005), which is in itself of a linguistic origin. Everyday language interactions make individuals digest the social norms and values of their social groups. Rather than being explicitly taught, these normative behavioural systems are normally introduced through social interactions where a number of linguistic devices are used. Irony, scornful messages or even sarcastic tones, for example, can be used to express disapproval of a particular type of behaviour. Thus, it is the linguistic element, rather than closeness alone, which is responsible for inducing changes in behaviour patterns and enforcing conformity within a social group.

Verbal interaction is one form of social interaction which plays essential roles for group unity and value system maintenance. Apart from the bundle of information an ordinary conversation between social actors reveals, it elucidates information about the nature and status of social structures (Diamond, 1996). The nature of the relationship between participants and the social status of each one of them is exposed in normal interactions. Casual talks between neighbours, for example, reflect the strength of ties and the type of social relations they have. Similar talks can also be used to maintain social structures. In fact, the maintenance of cohesion and solidarity necessitates a level of conformity among group members. This group conformity is enacted through verbal interaction. So, in order to maintain social relations and preserve a central role within the community, a social relation needs to use politeness as a form of politic behaviour (Watts, 1989). The latter is, in fact, divided into solidarity politeness and deference politeness. Whereas ‘solidarity politeness’ refers to the use of language to emphasize belonging to the social group, ‘deference politeness’ designates the attempt to highlight and maintain difference in status (Diamond, 1996: 49).

From a social relations’ perspective, social interaction is an aspect of enacting changes and maintaining group solidarity and conformity. However, interaction is also an aspect of socialization in second language acquisition. Watson-Gegeo (1997) attempted to incorporate social, cultural and even political dimensions in Second Language
Acquisition (SLA) research. This attempt relied on the role of social interaction in a holistic view of the mental and communicative functions. Social interaction, hence, does not only reveal contextual aspects of socio-cultural existence of individuals, but it also constructs our view of the world. This view includes our attitudes, orientations and motivational forces which result from our life experience with all its social, cultural and ontological dimensions. Hence, social encounters are venues for social interaction and attitude, motivation and orientation choices. The influence of social relations on L2 learners’ motivation by determining their interest and SE adds another dimension to definition of motivation.

2.11. Reconceptualisation of motivation

The need to reconceptualise motivation has recently been stressed in the motivation research literature (Watson-Gegeo, 2004; Dornyei and Ushioda, 2009). Also, the need to redefine it was defended either because of an alleged eminent paradigm shift or due to a spirit of the age effect (Watson-Gegeo, 2004; Abdesslem, 2002). Meanwhile, the emphasis on the contextual socio-cultural dimension is widely supported in the literature (Murphy and Alexander, 2000; Dornyei, 2001). In fact, an innovative dimension should consider L2 learning motivation as the aspect of social relations and the outcome of its mechanisms.

A very recent call to redefine motivation originated from two leading figures in the field namely, Dornyei and Ushioda (Dornyei and Ushioda, 2009). Their analogy was based on the nature of English within its new global identity. By learning English, people are now looking for an identity different from that of a target reference group. Since English no longer represents a specific culture or group, the integrative orientation is not valid. By refuting the integrative motivation argument (Gardner and Lambert, 1972), they established the idea of L2 Self. The L2 Self characterizes the self concept of the L2 learner. It represents an identification of a particular ‘self’, the ideal self (Ushioda and Dornyei, 2009: 3). Integrativeness is thus viewed as ‘an internal process of identification’ (ibid) as part of the learner’s self concept. Although this view resolved the radical version of integrative motivation, this L2 Self was not given a clear socio-cultural identity. Even with its new global identity, English remains a language
with some cultural ingredients. Globalisation for some local cultures is a mild version of Western civilisation. Regardless of its backgrounds, English still represents a different culture and, for some radical views, a threatening paradigm. In addition, the learner’s ideal self could be the product of learners’ social interaction. The notion of the ideal self largely depends on a local definition of self success and individual accomplishment. In traditional societies, individuals also develop the inventory of personal aspirations based on what looks acceptable in the eyes of the community. Therefore, the concept of internal identification is in this case the product of social negotiations. In a sense, the nature of the learner’s affiliation remains an aspect of the historical era.

Another way to reconceptualise motivation is to view it within the actual trends of the age. In his review of the historicity of motivation research, Abdesslem (2002) observed that it reflects the spirit of the age. During the 1930s and 1960, the aristocratic and humanistic views of mankind combined with the rapidly growing technological advancement of that era of colonization and capitalist booming were the major features of the age. These aspects had their impact not only on the conception of L2 learning, but also on the definition of motivation. Hence, the main motives for language learning included the promotion of trade, the support of colonization, the quest of knowledge and technical skills and the individuals’ need to look intellectual and civilized even by assimilation into a dominant culture (ibid). Hence, apart from the cultural context which underlies Gardner’s inclusion of integrative motives in his theory (section 2.6.1), it was no surprise to suggest that integration into the target language community was one central, if not the most significance, type of motivation. However, these trends overshadow an array of context-specific socio-cultural phenomena which transcend the present trend of globalisation.

Over the last decade, motivation research has witnessed a shift towards the inclusion of a socio-cultural dimension (Dornyei, 2001). This is in fact in relation with the larger concern with the social and environmental dimensions in cognitive studies. The theory of distributed cognition (Hutchins, 1995; Salomon, 1993), for example, stressed the importance of the social dimension in the formation of cognition. In L2 learning motivation research the cultural background of most previous studies seems to have an
impact on the framework and the paradigm as a whole. Rubrecht (2004) maintains that the individualistic perspective of Western studies left little or no room for the impact of the social dimension. The collectivist principles and group centrality in Arab societies must have their effects on individuals’ attitudes, choices and orientations. However, although the inclusion of social dimensions in motivation research is not at all new, the introduction of a cultural façade was an exciting innovation. This façade is represented by the normative and value-based aspect of the social group where the second/foreign language is learned.

Norms are not only aspects of social heritage; they also serve as models for regulating behaviour. For a social group, norms “serve as prevailing codes of conduct that either prescribe or proscribe behaviours that members of a group can enact” (Lapinski and Rimal, 2005: 129). Whereas norms are defined by the situation in which a particular behaviour is performed, values tend to be more general. In fact, values represent general guidelines for defining what is morally acceptable. Thus, the study of motivation to learn an L2 is affected by the general value system of the individual, but tends to be more determined by specific social norms. These norms which constitute a code of conduct for the whole society can be divided into collective and perceived norms (ibid). Whereas perceived norms represent people’s interpretation of the set of social norms, collective norms constitute this entire set and the system governing it. However, these collective norms do not have necessarily to represent the whole society. They can be the property of a certain social relations (ibid). In addition, although collective norms operate at the level of the social group, they result from the interaction between individuals (Bettenhausen and Murnighan, 1985).

The effects of interaction on the emergence and modification of social norms are explained by interest and outcome expectations. Outcome expectations, which constitute a source of SE (Bandura, 1986, 1997), determine decisions made by individuals to engage in particular activities. This engagement is moderated by the interaction between outcome expectations and descriptive norms. The latter are defined as the individual’s perception of what is acceptable in a society. Deciding on what is acceptable in a community defines the outcome of the action to be performed (Lapinski and Rimal, 2005). Consequently, the individual’s SE is influenced by the way in which
the individual perceives the acceptability of the outcome by the set of norms adopted by
his/her social relations.

Although the feeling of identity and belongingness to a social group reinforces some
aspects of behaviour (Hibbard, 1985), ego-involvement (Johnson and Eagly, 1989) is
also determined by the social descriptive norms. Defined as the attitude towards a
particular action developed from self concept, ego-involvement is believed to be
resulting from social interaction. When individuals interact, descriptive norms are
learned and ego involvement is developed. Self-concept is quite consistent with the
“person-object interest” (section ‘d’ in 2.5.2) in that the latter requires a specific
relationship between a person and an object in order to promote engagement in an
activity. However, an ego-involvement is more general than interest as it represents an
aspect of how people regard themselves within the action to be performed.

The need for context-based studies in motivation research has been stressed by a
number of researchers. Murphy and Alexander (2000) stated that the development of
motivation depends on a number of context-specific factors. In addition, the socio-
cultural dimension (Dornyei, 2001) resulted in recognition of the relevance of
environmental factors. However, this new trend is only one major aspect of the
‘motivational renaissance’, in Gardner and Tremblay’s (1994) terms. One major aspect
of this renaissance is the increasing interest in the socio-cultural factors. This concept
originates from the belief that an L2 learner’s normative beliefs and his/her culture
determine his/her engagement in this type of learning task.

However, the problem is in how to integrate the socio-cultural dimension (Dornyei,
promised the birth of a new paradigm in SLA. By admitting that cognition is shaped by
social interaction in the broader socio-cultural context, she argues for the socialization
of the field. This new paradigm is a grouping of mind, language and epistemology in a
synthesis that is supported by a new research trend (ibid). The importance of emotions,
the mind-body interaction and the effects of ideas from the periphery are among the
basic features of the new epistemological view of the world. Unexpectedly, the
centrality of local cultures, challenged by the acquisition of an L2, is likely to challenge
the ideas of globalisation.
This idea can have an impact on motivation research. In fact, it addresses the
drawbacks of current and previous trends both in the integration of the socio-cultural
dimension and the employment of social interaction as an informant and as a
methodological approach. Thus, the socio-cultural aspect in motivation research is
viewed as a means of unveiling the mechanisms responsible for shaping L2 learning
motivation. It is also the gate to enacting change by mastering the manipulation of
these mechanisms. Hence, social relations account for the processes of the transfer of
influence within a social group. Interpersonal communication influences on individual
learners’ interest and SE are reminiscent of the process of biological osmosis.

2.12. The L2 Motivation Osmosis Model

The principle of osmosis explains the biological mechanism governing cell intake and
the output of water (Cath, Childress & Elimelech, 2006). The semi-permeable outer
membrane of the cell controls the achievement of an equilibrium state between the
internal and external environments. This mechanism controls the extent and type of
transfer of fluids between the cell and water outside. The two-way transfer between the
two environments is assured by the permeable membrane. This mechanism mainly
depends on the solubility of the liquid across the membrane. Webster (2010) also
defines it as a term explaining the unconscious process of water absorption and
diffusion. Also, the “Osmotic pressure is the driving force for many of the applications”
(Cath et al., 2006: 71).

The analogy behind the use of the term osmosis is manifold. First, the cell to the body
is like the individual to the social context. In both cases, the part and the whole are in a
constant interaction that ensures the cohabitation and the biological survival. Second,
the operation is often an unconscious transfer between the two environments where the
processes underlie deep effects.

The effects of social relations on the students’ motivation are an unconscious process.
Their interest and SE levels are influenced by what others say. The process of change
resulting from these influences remains unconscious. Third, the effects are two-way.
As a student receives influence, s/he can also generate influence using the same
mechanisms and principles providing that they have the correct influence capacity. Fourth, the influence process continues until it reaches a saturation level where the individual cannot receive any more influence. Like the membrane in a cell, mental and emotional (psychological) processes mediate the intake/influence received from the external environment. The graph below (Figure 2) shows individual social relations within his/her whole set of social relations. The L2 Motivation Osmosis Model represents the individual learner in relation with four other individuals. This model reveals how social and linguistic interaction influences mental and affective processes of social relations. The effectiveness of these processes determines the degree of intake within a set of social relations and influences the level of interest and SE. This is consequently expressed in the motivation to be exerted in the learning of English as L2. If the level of motivation to engage in this learning activity is high or low, the influence becomes outward. Hence, another individual receives influence through social and linguistic interaction, which in turn affects his/her interest and SE to learn English as L2. When any two individuals share the same level of motivational orientations -their interest and SE levels are not very different- a level of saturation is achieved on both sides. Meanwhile, they remain open to exerting or receiving influence from other social relations if the degrees of motivation are divergent. Also, the effectiveness of any influence is essentially an aspect of closeness between people in the social group (section 6.4.1).
Figure 2: The L2 Motivation Osmosis Model of social influence
From the perspective of social relations, within each inter-individual relationship, the influence is mediated by some mental and emotional/psychological process, as in the diagram below:

![Diagram](image)

Figure 3: The process of social influence on students’ interest and SE in the L2 Motivation Osmosis Model.

### 2.13. L2 Motivation Osmosis Model and contemporary research paradigms

The key aspects of the model have parallel similarities with major tendencies in the field of L2 motivation research. First, the general contextual view provided by this study does not exclude the individuality of the learners. It relied on particularities while seeking general tendencies. This perspective was emphasised in the need to take motivation as having “…uniquely personal and contextually grounded nature,” (Ushioda, 2011: 13). The methodology of the study attempted to grasp both the individual (psychological) and contextual (socio-cultural) dimensions. From the other hand, the concept of ‘L2 Self’ advocated by Ushioda and Dornyei (2009) is one contemporary example of the inclination towards acknowledging the role of self systems. Dornyei (2009:13) argues that the ‘ideal self’ determines the level to be achieved. The role of this regulating effect is quite reminiscent of the concept of SE in Bandura’s theory (1997). Although Dornyei’s word is expressed in terms of a condition of the self rather than an assessment of capabilities, it reflects an interest in the study of self-related concepts (Ushioda and Dornyei, 2009). This in fact underlies a more general trend in Motivational Psychology to get closer to ‘personality trait psychology’
(ibid: 10). This makes the SE component in the L2 Motivation Osmosis Model compatible with current trends in motivation research.

In their attempt to integrate the ‘self’ concept into Social Psychological research trends, MacIntyre, Mackinnon & Clément (2009) linked it to the concept of identity. The theory of ‘L2 Self’ was used (ibid: 58) to support the individual’s interaction with the social environment. In this context, social identity was employed in the understanding of the motivation to learn an L2. Hence, the call for the elucidation of the processes governing the individual integration of identity into the social mesh was considered of great importance. In this regards, the L2 Motivation Osmosis Model provides an understanding of how the processes of influence construct the individual’s motivation to learn English as L2.

Ryan (2009) emphasized the need to not overlook the cultural specificities while looking for common aspects among cultures. In order to transcend the effects of local cultures on the learning of English, Ryan (ibid) employed the concept of L2 self as a new research gateway. However, in his attempt to criticise the cultural generalisability of Gardner’s Social Psychological theory in L2 motivation research, Ryan (2009: 124) seemed to eradicate the standard view of cultural effects. It was at the expense of the recognized vividness and vitality of cultural effects that the criticism of Gardner’s generalisability was made. In order to reveal the drawbacks of the notion of integrativeness, Dornyei (2009), established the relevance of a world English that eliminates cultural effects. Hence, the classical view that there are still Anglo-American cultures representing English was denied. Ryan (2009) defended the global profile of English, which was believed to transcend cultural affiliations. Needless to say that, at least for the local community under scrutiny, the otherness of any non-local culture is often sharply felt. English is likely to be viewed as a language representing a different culture; that of a Western origins and features. The view that a world English can eliminate traditional cultural settings radically overlooks the situation in non-westernised societies. The idea that English still represents a particular cultural reference -even with a globalisation fur- cannot be totally eradicated. This is especially relevant when globalisation is understood as a gentle westernisation of local cultures. Generally, cultural differences between the learner’s community and the target language
communities show the extent to which cultural influence is still strong. Hence, the view presented by this study attempts to use the socio-cultural context to provide a perspective, rather than a mere retrospective, analysis of motivation to learn English as L2.

The relationship between culture and motivation is an aspect of how we define each one of them. For individuals, culture is generally expressed in terms of values. These belief systems represent goals. Hence, the motivation for any particular action is likely to stem from them (Schwartz, 1997). From the other hand, unlike psychologists, anthropologists conceptualise individual motivation as an aspect of the society and its culture (Munro, 1997). However, the approach adopted by this study -as shown in this chapter- is not originally and exclusively anthropological. The attempt to integrate social and cultural backgrounds into L2 motivation research is a tradition that has been emphasised in the last few decades. The theoretical background of the L2 Motivation Osmosis Model is also compatible with some tendencies in social sciences in general (Munro, 1997). The merit of this study is to provide a testable theoretical framework of influence on L2 students’ motivation in a particular socio-cultural context.

A potential strength of this conceptual model lies in its capacity to integrate different contemporary views and paradigms in motivation research. Its major feature is that it is a synthesis of a number of paradigms within a contextual and practical view of the phenomenon in question. The compatibility of most current trends with the L2 Motivation Osmosis Model does not originate from the latter’s attempt to merely reconcile different views, nor should it be necessarily viewed as a repetition of ongoing discussions in different words. In fact, the attempts of current views to include a variety of social, cultural and psychological factors cannot conceal large overlaps with the main concerns and constructs of the system of social relations. This reveals the integration of this framework within the current research paradigms without repeating the echo of these trends. However, the difference in focus is partly due to the researcher’s agenda and environment. The background of the actual study is to provide a local and profound understanding of the phenomenon by attempting to explain the context and mechanisms underlying the issue of L2 motivation in Oman.

The social dimension seems to provide a solid background for the explanation of motivation initiation and for interest and SE formation in particular. However, the previous paradigms advocated by structuralist views seem to be less plausible. The effects of social relations provide a different perspective which incorporates social interaction and L2 learning. The principle of closeness seems more adequate in determining prospective influence. In fact, relying on interaction as a source of influence and the inclusion of socio-cultural factors helps define ESL/EFL motivation within this innovative view. The theoretical framework suggested by this study introduces the L2 Osmosis Model, which incorporates motivational and social factors that influence the students’ motivation.

2.15. Research questions

Interest and SE are two central constructs that relate to major conceptualisations and dimensions of motivation. However, the formation of these central and most significant constructs depends on the learners’ socio-cultural context. As social interaction between social relations can include an evaluation of others’ capabilities, this can affect people’s efficacy levels, including efficacy beliefs about L2 learning. Meanwhile, verbal persuasion can also affect people’s choices and interests. Although there were attempts to integrate the socio-cultural dimension in the study of motivation, e.g. Gardner’s model, there is an ever growing need for a dynamic contextual model which employs key psychological factors, notably interest and SE, within a social and cultural framework. For that reason, the present study aims at addressing the following research questions:

2.15.1. The first key research question:

Do interest and SE account for Omani students’ motivation to learn English as L2?

In order to answer this question, we need to know how interest and SE relate to the cultural context of the learners and how they represent the most important constructs of their motivation. This leads to further sub-questions:
- Do interest and SE relate to the socio-cultural dimension of Omani students learning English as L2?
- How do interest and SE represent the most important constructs of the Omani students’ motivation?

If the socio-cultural context affects motivation by determining interest and SE, there is a need to investigate the role of social relations in mediating these constructs.

2.15.2. The second key research question:

Do the social relations of Omani students learning English as L2 influence their interest and SE?

Since the socio-cultural context affects motivation constructs, social relations are likely to be at the origin of these effects. The diagram below (Figure 4) shows the possible effects of social relations on different aspects and dimensions of motivation:

![Diagram](image)

**Figure 4**: possible effects of social relations on different aspects and dimensions of motivation.
The content of this diagram produces further sub-questions:

- Do social relations of Omani students influence their interest and SE to learn English as L2?

If so,

- How do students’ social relations influence their interest and SE for learning English as L2?

- In what ways do significant others influence Omani students’ interest and SE?

If social relations, including significant others, affect interest and SE. Then, the study needs to investigate the mechanisms of influence. Hence, the next research question is:

2.15.3. The third key research question:

What are the mechanisms used by social relations to influence Omani students’ English as L2 learning interest and SE?

The diagram below (Figure 5) shows the possible role of social interaction in mediating the effects of social, cultural and contextual factors on individual behaviour systems (motivation, etc.) and how the relevant mechanisms operate:
In order to answer the third research question, two sub-questions are asked:

- What linguistic mechanisms do social relations use to influence students’ interest and SE to learn English as L2?
- In what ways does social interaction influence Omani students’ interest and SE to learn English as L2?
2.16. Summary

Since no single definition can be confidently used to describe what constitutes motivation, it is more significant to study the dimensions for a more accurate reconceptualisation. These dimensions, on the other hand, make it possible to build a more realistic and contextualised approach to study L2 learning motivation. The integration of the socio-cultural dimension, along with the use of more contextually-relevant psychological constructs should also enable us to study the underlying mechanisms, processes and structures. The individual dimension, which psychological perspectives attempted to investigate, is only one aspect of motivation. In fact, environmental, socio-cultural and context-based backgrounds and dimensions help determine the most significant constructs as well the process of the formation of these constructs.

The tendency within modern traditions in motivation research is to include social, cultural and contextual aspects (Dornyei, 2001). In fact, major components of the two trends, Social and Motivational Psychology, encompass aspects of interest and SE, placing these two constructs at the heart of a comprehensive motivation investigation. From an Expectancy Value perspective, beliefs determine the expectancy of success by processing previous experience. Interest, on the other hand, is one aspect of task value. In terms of Goal Theory, goals represent pursuits of interest that cognition regulates by providing feedback on previous performance. Finally, integrative motivation becomes less relevant in the context where contact with the target language community is limited (Dornyei, 2009).

Since Social Psychology explicitly highlights the relevance of social factors, the role of social relations on determining the two central factors, notably interest and SE, is made even easier. First, attributions are determiners of efficacy beliefs. Because L2 learners from different cultural backgrounds attribute their success and failure to different reasons, social and cultural ideas regarding efficacy beliefs should be studied within contextual parameters. Interest is also dependant on the expected outcome of the learning task and the value of the action to be performed. As a content-based and/or
person-specific construct, interest is also initiated by a high level of SE. Like SE, interest is also dynamic in nature and largely dependent on social interaction.

Because being self-determined underlies “wanting, choosing and personal endorsement” (Deci, 1992: 44), it reflects the relevance of interest and self-efficacious feelings. Being self-determined entails having interest and SE in the action to be pursued. Although the socio-educational model avoided any reference to the concept of interest; the integrative motive component is quite reminiscent of the personal interest construct. Tremblay and Gardner (1995) later acknowledged the role of interest and efficacy beliefs. A different perspective developed by Dornyei (1998a) also underlies self-concept related and interest beliefs. It gives the social dimension a greater importance (significant others) and integrates the whole set of factors into a comprehensive framework. Dornyei’s model moved from a mere listing of factors that influence motivation to a different classification based on sequence of actions and influence on motivation dimensions (Dornyei, 2001). His work is based on the use of comprehensive views of motivation factors and aims at providing practically useful recommendations on how to motivate students. Although his process oriented view is insightful, cultural and contextual aspects are given less attention than they should. Besides, the recommendations could have been more constructive if the real mechanisms were fully investigated within their immediate contexts. On the other hand, the dichotomous accounts of L2 learning motivation, i.e. integrative versus instrumental and intrinsic versus extrinsic, dealt with intentions, attitudes and interest and applied more to orientations and, thus, did not seem to provide explanations of the whole set of factors and dimensions relevant to motivation. Integrative motivation, in Gardner’s theory, was also largely criticised for its inapplicability in contexts where there is little or no access to the target language culture (Dornyei, 2009). However, this study suggests a contextualised Osmosis Model.

The socio-cultural dimension is likely to be a major aspect of L2 learning motivation. These studies have engaged in investigating its effects on motivation (ibid). Yet, there is a tendency to integrate social, cultural and contextual factors into research on education in general and into L2 learning motivation in particular. However, unlike structuralist paradigms, the representation of social relations provides an innovative way of analysing their influence capacity (Friedkin, 2003).
CHAPTER THREE:

REVIEW OF RESEARCH METHODS FOR STUDYING MOTIVATION IN LEARNING OF ENGLISH AS A SECOND/FOREIGN LANGUAGE.

3.1. Introduction

First, this chapter aims at investigating research methods and designs applied in L2 learning motivation research. Then, it intends to present the methodology this study plans to employ in order to answer the proposed research questions. It also introduces some relevant research instruments and procedures. A review of the methodology research literature in motivation studies enables us to identify the drawbacks of previous studies. The principles underlying a methodical approach are then devised and applied on this research project.
3.2. Literature Review

3.2.1. Motivation research methods according to disciplines

a. Psychological methods

In psychology, motivation is referred to as an abstract issue that incorporates a number of inner mental processes not necessarily directly observable. Therefore, research paradigms which consider motivation a purely psychological issue employ a methodology which reflects that of psychology. Since motivation in learning is purely an aspect of individual behaviour, it has been conceived that only psychological explanations and methods apply to the study of students’ motivation. Thus, to learn about human behaviour, we need to employ empirical and non-empirical methods (McBurney and White, 2007). This led to an over emphasis on scientifically built psychological designs and methods (Boekaerts, 2002). The literature reviewed shows a range of experimental and non-experimental designs.

Deci and Ryan (1985) relied on experimental designs by investigating the effects of some factors or instructional practices on motivation (ibid). Again, the scientific method is employed. Jarvela, Salonen & Lepola (2002) conducted an experimental study on two groups of low and high achievers in order to find out the way failure affects the level of aspiration and the emotional responses of students. In order to investigate the role of social factors in affecting motivation, students were presented with different challenges. High achievers’ motivational levels helped them recover from pressure and failures. On the other hand, they demonstrated how low achievers’ situational factors influenced their emotions and negative responses. Although this study was advocated as a dynamic assessment of students’ performance during a learning process, it inherited all the weaknesses of the experimental methodology. The authors themselves acknowledged that this type of study assumed an ideal classroom and typically unnatural circumstances (Jarvela et al., 2002).

In their attempt to investigate the relationship between motivation and performance, Elliot, McGregor & Gable, (1999) implemented an experiment and measured performance using Thematic Apperception Task (Niemivirta, 2002) and employed
ANOVA test to conclude that differences in motivation levels lead to differences in performance types and ranks. In fact, the common problem with these conventional research approaches is that they are static. They ignore the dynamic aspects of normal classrooms and the changing nature of motivation.

Among the designs widely used before the 1990s, there were self-report questionnaires with multiple-point scales to indicate agreement or disagreement with certain statements (Dornyei, 2001). Results were analyzed using statistical tests, conclusions were drawn and recommendations made and disseminated to the larger audience of educators. However, the main innovation in methodology - derived from a new conceptualization of motivation - was the tendency to contextualise its studies according to disciplines. Hence, motivation was not a personality trait. It was a matter of domain-specific research in that it differed from one subject to another. This led to the emergence of questionnaires designed specifically for L2 learning, like the Language Learning Orientations Scale (Gardner, 1985). Apart from the limited insight into natural authentic motivation data they are likely to provide, they can lead the respondent to produce a specifically expected response (Winne and Perry, 2000). Then, there was a tendency to include social categories in Social Psychology.

The main research tool employed, namely questionnaires, presents a number of problems. Dornyei (2001) provides a brief review of the techniques employed in social psychology to measure attitudes. These techniques included a choice from a list of alternatives based on a scaling of the answers. The most frequently used ones are: Likert and semantic differential scales (ibid). Likert scales require respondents to express their agreement or disagreement on a scale that goes from ‘strongly agree’ to ‘strongly disagree’. A numerical value is then assigned to each answer. Semantic differential scales, on the other hand, do not require statements. Instead of expressing agreement/disagreement, participants choose a particular point on a scale that goes from one adjective/attribute from one side to its opposite on the other. However, as these measurement techniques do not necessarily reflect or evoke what went on in the natural life/classrooms, the findings of this type of research resulted in a number of discrepancies with real classroom situations (Boekaerts, 2002). Moreover, some respondents tend to choose acceptable, rather than real, answers. In some cultural
settings even negative evaluations of aspects of one’s life or proficiency level are not appreciated. In Oman, for example, students seem to find it humiliating to receive a negative evaluation or if people know that they have failed a course or received a low grade. Therefore, the use of self report instruments is problematic especially when respondents are expected to provide negative answers about their performance.

The consented deficiency in psychological methods was behind the failure to identify the workings of motivational systems. Brophy (1999) remarked that what psychological research on human motivation has achieved has limited application on education. He specifically pointed to the limitations of psychological methods in investigating education-related issues. De Groot (2002) also pointed out to one particular drawback in the use of psychological methods and techniques in motivation studies. It was their inability to explain the way the context in which learners live affects their motivation. In other words, these research tools have not been able to address the ‘how’ question and unveil the mechanisms underlying the development of motivational beliefs.

However, when combined with interviews, questionnaires provide some reliability as measurement tools. The use of interviews and questionnaires, in particular, was useful in investigating the role played by some motivation constructs, including interest and SE, in enhancing students’ engagement in learning tasks (De Groot, 2002; Pajares, 1996; Pintrich and De Groot, 1990). In an investigation he carried on the reasons for school dropout, De Groot (2002) asked informants to recount their experiences. He used unstructured interviews and asked the respondents to tell stories about their schooling experiences. The ex-students’ profiles depicted from these narratives enabled the researcher to have an in-depth view of the mechanisms responsible for their lack of motivation. They associated their schooling experience with social relations, which were behind their attitudes and efficacy beliefs. Thus, apart from its merits as an efficient research technique, this method revealed how social factors deeply affect motivation as well as cognition (ibid). In another study carried by Pintrich and De Groot (1990), both self-report questionnaires (e.g. Motivated Strategies for Learning Questionnaire) and unstructured interviews were employed to study motivational beliefs. The analysis of the data gathered, both quantitative and qualitative, revealed the
in-depth understanding the unstructured interviews added to the quantitative data. Once again, the influence of the social context (teachers and peers) on learners’ motivation and learning could be investigated and confirmed. It is also worth noting that this study employed three motivational constructs: SE, intrinsic value and test anxiety.

Klassen (2002) reviewed 17 research papers which investigated the role of SE (e.g. Pajares and Valiante, 1999; Evans, 1991; Zimmerman and Kitsantas, 1999) and made a comparison between the measures employed. These measures varied from questionnaires and essay/story writing after an intervention period to the assessment of performance on actual tasks (Pintrich and De Groot, 1990). The majority of studies employed self-report questionnaires. The inadequacy of these measures employed, as noted above, led to an unrealistic perceived enhancement in SE beliefs of low achievers. Yet, their sources of SE remained inconsistent with the mainstream literature (Bandura, 1997). Besides, the way some items were introduced in the questionnaires employed resulted in a resemblance with other factors (Klassen, 2002). Hence, SE was sometimes mistaken for ability or confidence. All these aspects, added to the inherently problematic features discussed above, negatively influenced the validity of the instruments and the reliability of the findings.

Klassen (ibid) found only one study using interviews as a source of qualitative data. This study conducted by Evans (1991) measured students’ performance using a narrative sample and structured interviews to determine their SE levels. Whereas the treatment employed resulted in an increase in SE levels, students’ performance did not ameliorate. This led to the conclusion that performance did not depend on SE.

Research on interest was also dominated by psychological research methods and practices. Most research papers addressed the relationship between interest and academic achievement. Shiefele, Krapp & Winteler (1992) remarked that the use of interest to predict its relationship with other variables necessitated the employment of correlation and regression analysis studies. This did not result - with a few exceptions - in an investigation of the causes of interest. The empirical studies reviewed (ibid) adopted a quantitative measurement of the relationship between interest and achievement. A major concern in interest research was directed to the relationship between situational, personal and topic interests. The investigations employed to study
this area included conventional methods, similar to those employed in most psychologically-related motivation research. In order to investigate the role of a topic in creating interest in studying or writing about a particular issue, Hidi and McLaren (1990) employed a self-rating questionnaire. Meanwhile, Ainley, Hillman & Hidi (2002) employed a recording of students’ responses. Along with this method, self report questionnaires were the main measures used in interest research (Ainley et al, 2002). The main inconvenience with these self-reports is that they reflect the respondents’ momentary judgments, hence they fail to measure the processes involved in the modification of this construct (ibid). For this reason, Shiefele (1996) measured students’ interest at four different times while they were reading and found differences at different points. However, until recently, these measures have been used. Even in a more recent longitudinal study, Harackiewicz, Durik, Barron, Linnenbrink-Garcia & Tauer (2008) relied on learners’ reports to establish a relationship between individual and situational interests and academic performance.

Further, there has been a tendency since the last decade to use qualitative data and avoid over reliance on experiments, surveys and self reports. Logan and Skamp (2008) examined students’ interest in science by relying on a longitudinal study and collecting qualitative data. By employing this method, they could discredit the fact that interest in science gradually declines at the secondary school level. Nevertheless, some researchers are still using questionnaires in interest research. In order to investigate the sources of interest and L2 reading, Brantmeier (2006) used two questionnaires: Sources of Interest Questionnaire and Perceived Interest Questionnaire. Although students’ rating of story reading was also employed, the questionnaires constituted the major part of the data gathered.

In their review of interest research literature, Ainley and Hidi (2002) stressed the need to study the mechanisms by focusing on the learner’s personal experience as s/he performs the learning task. In order to achieve this, the method to be used is the observation of subjects as a complementary process to quantitative methods that involve surveys and questionnaires (ibid). Apart from its minor change-monitoring capacity, this method makes the interpretation of data more flexible. Interest represents the interaction between the individual and the environment, and is therefore, an aspect of
either the person or the object of interest (Krapp, Hidi & Renninger, 1992). The study of the interaction of interest with other motivation constructs and environmental factors is what research methodology needs to address.

b. Social and Socio-educational research methods

The social dimension is a central part of the learners’ environment. Thus, the study of the social dimension of motivation permeates all the other facets of the environmental aspect. In mainstream motivation research, this dimension can be studied by adopting a social psychological perspective (Robins & Kashima, 2008). Investigating the role of social relations in determining aspects of motivation is likely to represent a response to the call for the integration of both traditions (qualitative and quantitative) in research (ibid).

Meanwhile, interpersonal relations constitute a major aspect of the social environment. The structural properties of these relations are revealed by the study of social relations (Iacobucci, Neelamegham & Hopkins, 1999). Whereas psychological measures of motivation often employ psychometric tools (questionnaires, surveys, experimental designs), the analyses of social relations utilize qualitative methods by using a nominal categorization of data. However, some studies of social relations used quantitative methods as well. KOÇ and Ferneding (2007) studied internet cafes as a mediating factor for determining the nature of the social capital. They used questionnaires and psychometric analysis techniques. As the purpose of the study was not to investigate the quality and structure of relationships, the study did not require an analysis of relations’ dynamics. But, Fassler (1998) used a participant observation to investigate how children’s English improved through classroom interaction with social relations.

Although social capital is a quite controversial term, it can be defined as the sum of benefits an actor gets from his social relations (Lin, 1999). Putman (2000) distinguishes between two kinds of social capitals, namely ‘Bonding’ and ‘Bridging’. Whereas Bonding social capital connects the individual to significant others (family and friends) in an emotional bond, Bridging social capital refers to the weak ties (Granovetter, 1973) individuals have with others. Bearing this distinction in mind enables the researcher to determine the kind and level of influence a particular social relation is likely to exert on
its members. The methodologies of the studies discussed below reveal how this distinction is often essential. This parameter obviously affects the choice of the research method to be used.

Robins, Pattison, Kalish & Lusher (2007) presented the rationale behind the use of statistical tests in the study of social relations. Once the common existence of some substructures is proven through statistical analyses, the investigation of the causes underlying these substructures is made possible. The commonality of these categories needs a precise constant analysis. Basically, with the use of empirical data, the systematic assessment of assumptions and the evaluation of models as well as the analysis of complex data require the employment of a quantitative method (ibid). Although Robins et al. (2007) was concerned with building ‘plausible models that are estimable from data and hence empirically grounded” (ibid: 175), the attempt was not exclusively relevant to positional approaches. The latter are structural approaches to the study of individual social relations. This is essential for the study of the effects exerted by social relations on individual learners’ motivation. More to the point, unlike the description of the features of social relations, determining structural properties requires statistical analyses (ibid). Meanwhile, the study of the attributes of social relations could possibly result in the neglecting of the properties of social relations. These properties, in fact, represent patterns of social relations (Doreian, 1992). However, although these properties can measure influence capacity, their exclusively quantitatively-based analysis could not always unveil the mechanisms responsible for enacting influence on engagement in learning tasks. If these mechanisms are essentially of linguistic nature (linguistic interaction), the use of statistical data alone will not be sufficient.

Although statistical tests can measure diffusion capacity, correlation studies remain of limited implications. Nyblom, Borgatti, Roslakka & Salo (2003) used statistical tests to study the diffusion of innovation among neighbours. They approved the view that adopting innovation is a result of knowledge seeking. To measure the extent to which neighbours affect each other in diffusing innovations, the researchers randomly assigned innovation adoption label to actors and statistically analysed innovation adoption and diffusion among neighbours. However, their findings could not exclude the interplay of
factors other than neighbour influence on innovation adoption (ibid). Besides, the statistical tests employed were basically correlation-based and, therefore, unlikely to reveal the mechanisms responsible for the influence among members of a social group.

However, there were also early attempts to use qualitative methods in the analysis of the structure of social relations. Foster (1979) devised a model based on anthropological principles in order to study the effects of kinship relations on choices. The main unit of analysis was the individual. The first feature on which this model was built was the structural analysis. It consisted in identifying groups related by kinship. However, these units were defined by descent lineage rather by general kinship. This enabled the researcher to develop, identify and study a well defined social structural unit, a population subset. Nevertheless, the choice of this subset limited the study of ties that could possibly exert influence on individuals. Such categorization should reflect the structure typical of the society under scrutiny. Each social group has a predefined structure of relations which defines the pattern of relations and the influence capacity. In modern societies, for example, relations are not determined by kinship, or lineage alone, criteria. Social relations in these societies can be formed within families, work places or even neighbourhoods. In the Omani society, such arenas share the totality of the types of social relations, but the structure of these relations is quite unique. Due to the coexistence of different ways of life and the newly emerging economic modes, along with the higher level of mobility of some social groups, the kinship model alone is not enough to trace aspects of influence of social ties on individual choices.

Following the qualitative tradition, geographers have used research on spatial social relations and tried to map the sum of social relations of a specific community or in a geographical area (Evans, Walsh, Entwisle & Rindfuss, 1995). These attempts aimed at investigating social phenomena related to group mobility, inter-group relational patterns and behaviour change. Among those studies, the ones which examined the effect of social systems on the environment, adopted qualitative methods for the data analysis and gathering (Faust, Entwisle, Rindfuss, Walsh & Sawangdee, 1999).

The analysis of interaction and affective dimensions of social relations is depends on the identification of personal relations. Kogovšek and Hlebec (2008) reviewed the different approaches used in the measurement of social relations. They identified interaction,
affective exchange, role relationship, position generator, and resource generator approaches. Among these approaches, those which apply the name-generator method have the advantage of providing detailed and concrete information about actors, egos and characteristics of ties. Interviews based on a name generator approach can yield very useful information while allowing the interviewer/researcher to control the different divergences and branching ties in order to assess their influence capacity, for example. However, the bulk of information this could result in, especially if a large number of interviewees are involved, may create trouble at the classification and analysis stages.

Another categorisation of social relations facilitates the gathering and analysis of data. Marsden (2005) divided research on social relations into two categories: the category based on the whole set of relations and the personal-network-based one (section 6.7.7.b). The latter focuses on a particular actor and its relationship with other actors. What spurred this recently growing interest is the feeling that individuals are living in isolation (Wellman, 2007). However, the aims and scope of interests of the study of personal relations rise above this limited area. The various studies revised by Wellman (ibid) use statistical analyses. Their aims were to ask about types of social support received and the degree of closeness, which required quantitative data. One common finding of these studies is the dominance of the principle of homophily for the choice of actors among participants.

Wellman (2007) reports the data collection techniques used in a number of studies in the analysis of social relations. Among those which were the most common, there was the ‘name generator’ technique. Researchers can use general questions of the type: ‘Who are you close with?’ before moving to the more specific for the sake of details. Whereas the former type of questions is meant to provide general information, the latter enables the researcher to ask about specific areas relevant to the research interest (ibid). Resource generators, on the other hand, ask about the actors who provide help, guidance, emotional aid, etc. However, position generators are used to enquire about the extent to which an individual actor knows about people in different positions (jobs, locations, etc.). Thus, they seem to be less useful for identifying sources of influence on choices. Meanwhile, the method ‘contact diaries’ helps identify daily-contacted
relationships. As the habit of keeping diaries is not widely adopted in Oman, especially among young students, it is less useful as a data collection method.

Status, intention and duration of social relations as well as spatial locations are among the categories surveys of personal relations can investigate (Odella, 2006). In fact, Hogan, Carrasco & Wellman (2007) introduced an innovative methodology that builds on name generator. The participant-aided methodology intends to visualize social relations while data is collected. After naming alters, egos are asked to describe their attributes and provide an account on alter-ego and alter-alter relationships. A review of the studies which used name-generator technique show that personal relations proved to be “multiplex, varied, geographically dispersed, and sparsely knit” (ibid: 117). Name generator methods include: free recall of people within specific types of ties or particular activities (meet frequently, discuss learning issues with, have coffee/lunch with) and naming of people with the special capacity (support providers) (Hogan et al., 2007). Both Wellman (1979) and Burt (1984) used the first approach, whereas Fischer (1982) used the second.

Although this method defends the visualization of social relations its emphasis on the study of alter-alter connections deviates from the focus on the effects of alters to the emphasis on the ego’s interest and efficacy levels. Thus, alter-alter relationships should be studied mainly within the scope of their potential or actual effect on the ego.

However, there was a large scope of criticism levelled against the name generator approach. Hogan et al. (2007) grouped this criticism under four categories: reliability, generalisability, specificity, and cost. Reliability rests on respondents’ role to recall their social relations. This does not pose a problem for the present study as the focus is on the resulting effects in their relationship with the influential alters. This is simply because if the alter is forgotten, the influence is minimal.

Generalisability of the randomly selected sample on the whole population is a big issue in the analysis of personal relations (ibid). Using a qualitative analysis then, calculating the degree of generalisability is even more difficult. However, the use of a large number of samples and the clarity of the criteria used to analyse the data and its categorisation make the generalization of findings reasonable within similar conditions.
Moreover, the specificity of the type of social relation and tie strength are measured with reference to strong ties and sometimes to weak ties. There is a discrepancy in the social relations research literature regarding the effect of each type of ties. A common sense understanding would suggest that strong ties are likely to have a strong influence on actors and on the introduction and diffusion of norms. However, for Granovetter (1973), weak ties are more effective in job finding, for example, than strong ties. The last source of criticism centres on cost. Studies of individual relations require long time discussions after the listing of ties. This can create a source of trouble for both the respondent and the researcher. However, the choice of straightforward questions leading to specific answers saves time and avoids frustration.

As the analysis of the influence of individual relations on performance (and motivation as well) requires both relational and attribute data (Chung, Hossain & Davis, 2005), personal relations analysis is necessary. The data are collected via questionnaires, interviews and observations. This collection takes place at two levels: individual-group and individual-individual levels (Carrasco, Hogan, Wellman & Miller, 2006). At the individual-group level, data is collected on the ego’s characteristics and the structural characteristics of social relations. Then, there is the collection of data on the features of the relationship between the alter and the ego at the ego-alter level. The instrument defended is the use of pen and pencil instead of computer-based instruments for questionnaires (ibid).

The frequency of interaction is a determinant of the diffusion capacity. Cowan and Jonard (2004) defend the idea that innovation diffusion as well as information spreading take the form of ‘contamination’. However, they depend on the frequency of interaction between social actors (ibid). Quantitative measures of the effects of social relations, like Monte Carlo maximum likelihood estimation, are attempts to quantify information and innovation (and epidemic as well) spreading within a community. However, for Roth (2007: 57) social relations are defined in their relation with interaction. Representing social relations as aspects of interaction implies that a language analysis tool is more adequate than other quantitatively built measures of influence likelihood.
3.3. Interim summary

A review of the earlier research methods shows that psychological studies of motivation relied on questionnaires and ignored the dynamic nature of motivational orientations. Self-report questionnaires were widely employed to measure L2 learning motivation prior to the 1990s. Their main drawback was their view of motivation as a static phenomenon. Also, these research methods make respondents inclined to produce expected results. More importantly, questionnaire data are not likely to support investigative endeavours which aim at examining the mechanisms of influence on students’ motivation. However, most of the studies that employed interest and SE to examine students’ motivation employed questionnaires only.

The use of Likert scales in designing questionnaires can make them more relevant to research in L2 learning motivation. However, a questionnaire alone is not sufficient. When combined with a qualitative research tool, like an interview, a questionnaire enables the investigation to be richer and more reliable. Meanwhile, the integration of a social dimension in the study necessitates employing a different concept of investigation. The study of students’ social relations requires analysing the visualisations of their patterns. This also entails focusing on the analysis of personal relations in order to examine their influence capacity. This not only reveals the sources of influence within individual relations, but also verifies the linguistic and non-linguistic mechanisms of influence. Some principles and techniques used in the name generator method also help identify these sources of influence.

3.4. Research methodology for this study

This section discusses the rationale behind the use of qualitative and quantitative methodologies. Then, it defines the methods suitable for this study and explains how they are used. It shows how both quantitative and qualitative methodologies are useful for this study. Numerical data helps answer the first research question. Meanwhile, examining the mechanisms of influence requires qualitative research methods. However, these two methodologies are better used as complementing one another, rather than in isolation. The principle that one method informs the other in a process of
investigation is adopted. Hence, the confirmations provided by the quantitative data are further examined by qualitative research method.

The choice of a quantitative or a qualitative research method reflects a view about reality. It is based on the researcher’s ontological and epistemological views of how reality is constructed and verified (Bennett and Elman, 2006). However, a social phenomenon is often complex, interactive, and characterized “by equifinality (many different paths to the same outcome) or multifinality (many different outcomes from the same value of an independent variable, depending on context)” (ibid: 457). It does not yield itself to the direct one-cause-one-result analogy. This requires a qualitative investigation. Observations and nominal categorization of data, for example, enable the researcher to make inferences about the mechanisms responsible for a certain phenomenon (ibid).

However, the discrepancy between the two views lies in the categorisation of the data used to understand the social phenomenon (Dornyei, 2007). Whereas the quantitative categorisation is usually set in advance through a list of well defined variables and statistical tests to be performed, the qualitative categorisation consists in devising nominal classes of analysis. Nevertheless, the inadequacy of each one alone urged researchers to look for a common ground where the two perspectives can be used together.

3.4.1. The Quantitative Approach

A simple definition of a quantitative approach would be the use of numerical data, however, in its essence, the issue is more complex. As discussed earlier, the choice of the research methodology largely depends on the researcher’s ontological and epistemological views. If reality is viewed as a numerically calculated occurrence within a sample and is generalisable on the whole population, the quantitative approach is adopted. This enables the researcher to claim systematicity and accurateness and, consequently, a high degree of reliability and generalization of the research findings. For natural sciences, this could be a more obvious approach.
The main characteristics of quantitative research, as discussed by Dornyei (2007), are: the use of numbers, a priori categorisation of data and the use of variables and statistics and standardisation and generalisability. The quantitative data is collected in terms of numbers. Before the data is collected, research categories are set. The data also centres on variables that represent attributes or forms of behaviour (e.g. age, engagement...) rather than on individual cases. For example, using quantitative data, Durik and Harackiewicz (2007) could establish a relationship of effects between situational factors and individual interest from the one hand, and task interest from the other. All the variables were quantified and analysed. The data obtained were then analysed using statistical tests.

The whole procedure is governed by standard rules that assure objectivity. These characteristics help researchers generalise their findings. However, in social sciences, the inconsistency and variation of human behaviour- over time and according to situations (ibid) -influence the level of generalisability of the research findings. The laws thought to govern human behaviour are not necessarily those which govern the physical world. While quantitative research remains systematic, ‘scientific’ and precise, it ignores the extreme poles by focusing on the average scores (ibid). Thus, it fails to account for underlying reasons and mechanisms. These dimensions can best be analysed using a qualitative study.

### 3.4.2. The Qualitative Approach

Qualitative research is often defined by the use of non-numerical data. Nevertheless, the use of numerical categories, such as age of participants, has been used in qualitative methodology. However, the interest in the individual participant and the need to unveil hidden aspects of the scene investigated in order to understand the underlying mechanisms (Dornyei, 2007) provides a rationale for the use of qualitative data.

Unlike quantitative research, the qualitative method does not abide by a particular set of axiomatic research principles. Thus, it lays itself to different interpretations and practices. Bennett and Elman (2006) refer to qualitative approaches, rather than to one approach, and to ‘templates’ to designate qualitative approaches for particular research objectives. They employed the ‘cause-effect template’ to study cause-effect
relationship in social sciences qualitatively. This divergence in practising principles is essentially due to the fact that it is still as Dornyei (2007:35) calls it “a thriving discipline”. It is a discipline looking for enough reasons and justifications that will enable a researcher in a particular field to opt for a well defined set of research principles. However, the absence of total conformity within qualitative research studies does not bring the approach to total chaos. There are some general shared principles that help build a framework for researchers. In Applied Linguistics, the view that language acquisition is affected by the social and cultural framework of the learner’s community (ibid) led to the emergence of an interest in qualitative studies.

In her review of the use of qualitative methods in Applied Linguistics research, Anne Lazaraton (Lazaraton, 1995) noticed that there are unresolved problems that have to do with the exact definition of what makes qualitative research. On the other hand, Duff (2007) defended the need to have Applied Linguistics’ specific research methods, especially in case studies. However, instead of using qualitative research methods only, Jacob (1988) argues that there are six traditions within this paradigm. These traditions represent three disciplines: Psychology, Anthropology and Sociology. Obviously, Applied Linguistics is not among these disciplines. Research in Applied Linguistics in general -and so it is in Language Acquisition, in particular- is different in nature, objectives and scope of interest from other social science disciplines. Thus, it should have its own research techniques and investigation paradigm.

Based on the above discussion, both quantitative and qualitative research methods have strong and weak points. While quantitative methods allow the researcher to be more objective and the findings to be more generalised, they remain less effective in identifying certain mechanisms in Social Science studies. Qualitative principles offer more freedom to the researcher. But for some researchers, their principles may seem too loose to rely on.

3.4.3. Mixed Methods

The two perspectives, qualitative and quantitative methods, seem to be irreconcilable, each one representing a unique paradigm. However, due to the shortcomings of both methodologies, neither of them is perfect. It is also essentially for pragmatic reasons
that researchers use mixed methods (Dornyei, 2007). In fact, the main reason behind the use of mixed methods is the possibility to overcome the drawbacks of one method by employing the other. This, above all, makes the piece of research contextualized (using qualitative method) and the findings reliable and generalisable even after using a limited sample (after a large scale survey) (ibid).

This study aims at verifying the central role of interest and SE, analysing the influence of social relations and examining the mechanisms of influence. For this reason, a large scale questionnaire examines the effects of interest and SE on L2 learning engagement. Then, it looks into the effects of interaction with social relations that involves talks about English as L2 learning. After that, the role of the qualitative study, using interviews essentially, is to determine how interactions enact influence, thus it unveils the mechanisms that actors use to influence each other and determine interest and SE levels of the learners. This is what Dornyei (2007:45) refers to as ‘multi-level analysis of complex issues’.

A research project can obviously employ both methods. Martínez, Dimitriadis, Rubia, Goñi & Fuente (2003) defended the employment of case studies approach using interactions between participants. The use of this approach requires the employment of questionnaires, observations and interviews (ibid). The role of quantitative data in these studies is only to quantify the existence of the phenomenon. The authors, thus, employed the analysis of social relations along with quantitative methods. This analysis facilitated the mapping of social relations using new techniques for studying classroom interactions (ibid).

On the other hand, the use of mixed methodologies enables researchers to deeply understand aspects of social life. By using a mixed methodology, Fleisher (2005) was able to unveil aspects of gang life. The use of participant observation and narrative analysis facilitated the study of the street life of gang groups. More importantly, peer influence processes were analysed using comparative analysis of personal relations. However, both participant observation and social relations were considered complementary methods compared to the statistically quantifiable data. De Groot (2002) reported having achieved an in-depth analysis of the quantitative data after having added unstructured interviews. The roles played by teachers and peers, as part
of contextual factors, were analysed only through the employment of mixed methods. For a more methodical approach, the use of qualitative and quantitative methods will follow the Triangulation Design method.

The study conducted by Creswell & Plano Clark (2007) opted for a simple triangulation design based on the collection of data for each design separately at a first stage. Later, results of both data sources were analysed independently before being incorporated and compared at a later stage (ibid: 63). This is also known as the ‘One-phase’ study during which equal weight is given to the two methods carried out concurrently. In the case of the study subject matter of this dissertation, a questionnaire was used to help determine the extent to which interest and SE embody students’ motivation. However, in order to determine the mechanisms used to affect change within social relations, a qualitative study needs to use interviews.

3.4.4. Quantitative and qualitative data collection methods

a. Questionnaires

An aim of using questionnaires is to gather data at a particular point in time in order to study the relationship between variables. The data can be used to test frequency and intensity or investigate the type of relationship. But, in their review of the use of questionnaires in motivation research, Jarvela et al. (2002) stressed the inability of this data collection method to “capture the dynamics between learner and context.” (ibid: 210). They noted that respondents tend to choose desirable answers to the questions and generally avoid negative statements about themselves. The defensive attitude they might have towards the types of questions used also affects the validity of the data collected. They, thus, suggested using ‘dynamic assessment’ which includes methods that investigate the interaction between the person and the environment. Consequently, the investigation of the non-static developmental nature of motivation requires the use of mixed methodologies.

In a promising attempt to study the mediating effects between social environment and motivation, Patrick, Ryan & Kaplan (2007) used a questionnaire as the main research tool. They investigated the perceptions of classroom social environment, their effects
on engagement in the classroom and the role of students’ motivational beliefs in mediating these effects. However, the conceptualisation of social environment focused on aspects of: teacher support, promotion of mutual respect, promotion of task-related interaction, and student support only. Although the study claimed to have provided evidence for classroom social environment, the student-student interaction, for example, has not been addressed. The reason behind this could be the inadequacy of the quantitative questionnaire-based design, which could only capture the magnitude of this relationship; but not the mechanisms of the relationship and the interaction of factors. Green, Walker, Hoover-Dempsey & Sandler (2007) investigated the role of interpersonal relations between children, parents and teachers in motivating parents to become involved in their children’s education. They thus supported the reciprocal parent-child relationship. Parents are among the social relations which affect children’s motivation for learning tasks. Meanwhile, they become themselves motivated to the involvement in their children’s education when they build a good rapport with teachers. This study partially addressed the issue of how social relations influence motivation. But, the reliance on questionnaires only made the investigation of the relationship between the parents, children and environment less elucidated than it should. This is because this investigation tool failed to reveal the dynamics of the relationship between the individual and the environment. For this purpose, the use of some qualitative research methods is more appropriate.

b. Interviews

Interviews are widely used in qualitative research, especially in Applied Linguistics (Dornyei, 2007). Duff (2007) classified interviews under a number of main categories: structured, semi-structured, unstructured, in-depth, group and life history interviews. The structured ones are generally similar to questionnaires. She also noted that among the approaches employed, the one which focuses on the views of the research participant requires a content analysis, but pays less interest to linguistic features. However, the phenomenological approach aims at reconstructing parts of the respondents’ lives. The purpose of this category is to elaborate on a topic. In both cases, Duff (2007) argued, the ultimate aim is a reconstruction of reality, a more focused and oriented one geared towards the analysis of life events and beliefs
according to a set of categories. This analysis gives meaning to social relations and
interactions in their relation with the choices we make and the activities we engage in.
In her evaluation of a study based on unstructured individual interviews, De Groot
(2002) stressed the level of in-depth understanding the data could yield. She argued that
the subjects’ experience at school was affected by their social experience. Social
relations affected their self beliefs.

Although using repeated interviews seems to be more efficient in the reconstruction of
reality, they may cause rejection among interviewees. Dornyei (2007) defends the use
of multi session interviews as they provide rich data and help build mutual trust
between the interviewee and the study subjects. However, it should be noted that even
during first interviews, interviewees are normally ready to talk openly once trust is
proficiently built. This trust is the outcome of a feeling of closeness between the two
parties, which also entails cultural and personal interpretations of the risk one would run
by participating in the interview. In other words, making the interviewee feel good and
safe is very essential before s/he can have the opportunity to rethink of what was said
and restructure the answers and choose what should be said in similar situations.
Having said this, multiple sessions are also essential, but it is a matter of tactical choice
of the questions to be asked during each session in the light of what is expected within a
particular cultural setting. This also applies to the questions before the interview in
structured and semi-structured interviews. Again this should not be viewed in terms of
flexibility only. Some interviewees may feel this is a lack of credibility in what they
already said before. This last aspect was referred to as making the interview flow
naturally and assure a non-biased position regarding the accounts provided (Dornyei,
2007).

c. Focus Group Interviews

Focus group interviews are generally used to assess the general trends and tendencies
within groups. Hence, they serve to gauge attitudes and view points within groups and
often employ techniques like brainstorming. The interviewer, also called moderator
(ibid), urges all the members to participate in taking turns in the discussion by responding critically to the ideas discussed. The main advantage of this type of
interviewing is its ability to provide rich information with limited efforts and flexible
designs. One way to get a condensed truthful and in-depth data during these interviews is to ask students to provide metaphorical depictions of what they want to express. This is likely to work perfectly well when interviewees are asked to describe their motivation to learn a second language or the way this task is depicted in interpersonal social interactions. This saves time and avoids heresies created by the practice of asking them individually to report on what they discuss with other social relations and what others say about this learning task. Although this can be considered an introspective method (see Dornyei, 2007: 147-148), it works well in focus group interviewing, especially when interviewees do not find enough courage to explicitly articulate their deep feelings in details and account for them. Apart from the intricacy of dealing with large groups, De Groot (2002) reported having faced difficulties with subjects not willing to give different opinions in focus group interviews.

However, there is a problem with the recording of the data when many respondents are involved. Some recording devices do not always work perfectly well in large classrooms. Moreover, the number of students in each classroom is not always adequately tolerable for a focus group interview -generally thought to be around ten students (Dornyei, 2007). However, if the moderator can handle the group sufficiently well by providing for every member to have a say, without allowing group thinking to dominate the scene, some drawbacks of the method can be overcome. De Groot (2002) also evoked the difficulty of dealing with the rich qualitative data resulting from interviews. Nevertheless, she was supportive of the importance of using interviews in motivation research as they help investigate the individual in context.

d. Interim summary

This overview outlined the failure of previous paradigms to scrutinize the forces behind motivation in specific L2 learning contexts and examine the relevant mechanisms. These paradigms also created limited and problematic research tools. This led to the adoption of a new research concept that incorporates a variety of techniques and paradigms. The rationale behind the use of mixed methods is twofold. First, each research question requires a specific type of data and an appropriate data analysis technique. The use of a qualitative method for one question and a quantitative method for another is legitimate as far as each one of them helps to test the hypothesis it
represents. Second, the use of a mixed methodology is designed in such a way that each research instrument used in one method informs the next. In the end, they all help in answering the key research questions and sub-questions.

3.5. Methods designs and data collection procedures

3.5.1. Research questions

a. First key research question

Do interest and SE account for Omani students’ motivation to learn English as L2?

b. Second key research question

Do the social relations of Omani students learning English as L2 influence their interest and SE?

c. Third key research question

What are the mechanisms used by social relations to influence Omani students’ English as L2 learning interest and SE?

3.5.2. Subjects

The subjects of the study are about 474 secondary school students aged between 15 and 19 years old from different state Omani schools in Dakhiliya region. This region is in the upper middle part of Oman. It has all the aspects of diversity to represent the whole country. Its northern part borders the coastal region and the capital city. Its southern and eastern sides represent the nomadic population. It is also in touch with the quite ‘liberal’ capital zone, but also embraces a more conservative interior region. The respondents were selected from grades nine, ten and eleven only since grade twelve students were preoccupied with the national exam preparations. Most of the subjects of the study started learning English at the age of six, in their first year in school, using newly designed textbooks and innovative learning materials which resulted from the new educational reform initiated at the beginning of this century (in 2001). It is often referred to as the ‘Basic Education System’. However, some classes which did not have
the occasion to start with the newly reformed system are still using the old curriculum where students start English at Grade 4.

In Oman, there have been two separate systems running while the reform initiated earlier this century is being generalised nationwide. While the students taught using the new system are called Basic Education students, the others are still using the old regime (General Education System). Within the old system, students stay for six years at the primary level, move to the preparatory for the next three years and spend the last three years in a secondary/high school. At the end of the last period, they sit for a national exam called Third Secondary Exam (Secondary School Exam). The grades obtained in this exam determine the student’s eligibility to pursue studies at the unique prestigious national public university (Sultan Qaboos University) or any of the other higher education institutions, either private or public. As for the Basic Education students, both boys and girls spend the first four years in a Cycle One girls’ school. Then they move to cycle two or a high/secondary school and end up by sitting for the national exam.

What characterises the new system (Basic Education) is not only the new contents and the syllabi of different subjects but also the ‘liberal’ attitude it represents. Classes from grades one to four are mixed for the first time. Then, students are split according to gender. The EFL/ESL teaching approach is generally communicatively built, but with a general eclectic spirit. The fluency levels of students range between elementary and pre-intermediate. However, when they join the tertiary level for courses where the language of instruction is English, almost all of these students need to take a foundation English course and sit for an internationally recognised proficiency test (IELTS or TOEFL) before pursuing their studies. A 4.5 IELTS level, or its TOEFL equivalent, is required to start taking content courses. Hence, there is likely to be a problem with students’ motivation to learn English as L2 which makes the majority of their levels at a pre-intermediate, or lower, stage after twelve years of language instruction.

The subjects’ social context is generally of a conservative society where major social relations are built among kinship links and geographical locations. The fact that Oman can be classified as part of the traditionally conservative and collective Arab societies (Inayatullah, 1963) makes the role of social relations and collective life more central.
This is thought to have an impact on students’ interests and the shaping of their efficacy levels. Thus, in order to minimize the effect of group thinking and peer influence, questionnaires and interviews should be done individually.

3.5.3. Data collection instruments

Based on the review and discussion conducted in the Methodology Literature Review section, I intend to describe the various data collection methods and instruments employed in this study. Whereas the first and third methods are qualitatively built, the second method represents the quantitative component of the study. The first method informs both the design and the content of the quantitative study. Meanwhile, the third method is viewed as a continuation of the research design of the first method -within the objectives of its relevant research question. In fact, this also outlines the mixed methodology strategy preference employed in this research. However, the way mixed methodology is conceptualised in this study will be elucidated further in the data collection procedure and analyses sections. This presentation of data collection instruments is only intended to show the tools and techniques to be used to collect the study data.

Consequently, the investigative process is also helpful for the integration between quantitative and qualitative research tools. First, the findings obtained from the short qualitative study require a numeric data support and verification. Nevertheless, they themselves inform the second part of the qualitative study (third method). The data obtained from the previous two investigations are then used at the third method stage for a preliminary choice of respondents and interview questions. Although the sampling strategy for the first method is homogenous, the one relevant to the third method is typical.

The researcher has already conducted three research projects on L2 learning in Oman (Dadi, in press; Jin & Dadi, submitted; Dadi, 2011). These studies show the importance of the socio-cultural dimension and the role of social relations in determining Omani students’ English as L2 motivation. Both the studies conducted and the observations made shed some light on the effects of the social group’s way of life on its motivational predispositions. Although appropriate, these sources remain rather less specific. The
investigative ways in which the research methods are used are shown in the Figure 6 (below). The first method informs the second one by providing background information about the L2 learning dimensions and the influence of social relations. The questionnaire informs the interviews used in the third method by confirming the importance of interest and SE and the role of social relations. At the end, this process enables the researcher to further examine the role of social relations and investigate the mechanisms of influence.

Figure 6: research methods

a. First methodological approach

The generalisations one can make about the cultural backgrounds and specificities of the society under scrutiny have not been fully examined by sociologists. The solution here
is to use semi-structured interviews constitutes the first method employed in this study. These group interviews constitute the first methodological approach (Figure 6).

The aim of the semi-structured interviews is to investigate the role played by social life, socialisation, the individual’s view of cultural values and the place of English within these facets. This method will not only confirm the role and overall structure of social relations, but also the subjects’ assessment of the influential function played by social relations. In addition, this method will facilitate the phrasing and structuring of the questionnaire (see second method); especially the content, categorisation and wording of the section dealing with effects of social relation on motivation.

Hence, setting the interview schedule comprises three main parts: creating hypothetical situations that precede the questions, constructing three central questions to be asked to the respondents and drafting directions for follow up questions. The three central questions - their wording will depend on the situation and respondents- centre on the aims cited above: the importance of socialisation in the building of their value systems, the role and frequency of social activities (socialisation) in their lives, and their understanding of cultural values and how all these aspects impact their view of learning English as L2. The introduction of these questions necessitates the setting of hypothetical life situations that enable respondents to formulate attitudes, views and positions. As these situations are also dependent on the type, age, and gender of the respondent, they are intuitively formulated by the interviewer on the spot. As an example, in order to investigate the role of socialisation on the construction of their value systems, the following situation was designed:

**Sample Situation:**

*In casual discussions with some friends and family members, you often talk about studies, learning English and finding a job. They give you examples of people who left school and started a new successful business. When you remember the time and efforts it takes to get a degree and find a job later, do the stories you hear and negative attitudes these people might have towards studies influence your learning of English at school?*
Questions (a selection):

- Who are the people whom you contact quite often?
- Do you talk about learning English when you meet?
- What about those who left school? What do they say about English?
- But when you see somebody you know making money from camel racing and s/he tries to convince you. Doesn’t this affect your learning of English?
- Do you remember any words and phrases they say about English?

This situation exemplifies the kinds of temptations students receive from early school deserters who can succeed in doing business and amassing large amounts in a short period. Parents can also find it quite interesting to get their sons start doing business and getting more money than what a government employee would dream of. The situation is where a young student’s position is largely dependent on the influence of people around him/her. The number of respondents in this pilot study is around ten students randomly selected from different schools.

For the same purpose, focus group interviews are used with groups where free talk is encouraged. During these discussions some questions about students’ motivational factors are asked. The aim here is to help formulate the research questions and questionnaire items, and then design the interview questions. The piloting stages also help determine the way the questions are understood and predict the kinds of responses expected. This research aims to elicit research questions for questionnaire design and interview questions originated from the local subjects rather than using ready-made questionnaires or interview questions generated from a Western or non-Omani context, although there are some common issues raised by these local participants, which have been discussed by other researchers.

The situations designed include questions about the effects of the social milieu on students’ motivation for English language learning. These interviews are meant to be informal in nature with promptings, untailored questions, and frequent interruptions.
This strategy is likely to raise the level of confidence and familiarity and consequently yield a rich data that is needed for the evaluation of questionnaire and interview questions. Group interviews are conducted with male and female students from different locations and age groups (see Appendix 1, as an example).

b. Second methodological approach (questionnaire)

The aim of the questionnaire (Appendix 2) employed in this study is primarily to account for the centrality of the main constructs of motivation, namely interest and SE, as major determinants of students’ engagement and persistence in English as L2 learning tasks. This conceptualization refers to the theoretical importance of these two variables already presented at the Literature Review Chapter (Chapter 2). Thus, the role of the questionnaire is to test the extent to which they represent motivation for these particular learners within this specific socio-cultural context.

The questionnaire is organised around three main parts. The first part is a general motivation indicator that gauges students’ levels of motivation to learn English as L2. The second part has a comprehensive list of the most influential motivation factors, including interest and SE. These factors reflect students’ motivational orientations. The last part is about the way learners’ social context views English as L2 learning.

Each cluster of questions is grouped around one scale, representing one section of the questions. Each section aims at investigating respondents’ levels, attitudes, beliefs, values, and expectations. The closed-ended questions are followed by a five-point Likert scale.

Hence, its structure is based on eight main sections (see Appendix 2 and Table 1, below). The first section assesses the students’ general and English as L2 motivation trends. The second through seventh sections represent the main motivation backgrounds. Section two is about the Interest/Enjoyment component. This section intends to assess students’ levels of interest in learning English and the type (object/person) and developmental phases of interest they exhibit. The next section is about the respondents’ ranking of their SE and the role of interest and others’ evaluations in affecting it. The following section seeks to investigate the role of
expectancy, value and usefulness constructs of learning English. Then, it attempts to see whether interpersonal relations can affect motivation. The fifth section is designed to discern integrative from instrumental motives and see how social relations can affect these orientations. The seventh section is about the role of goals and external regulations. This section aims at evaluating goal settings, self/external regulations and the role of interest and SE in setting goals. Finally, the last section endeavours a preliminary analysis of the possible effects of social relations on L2 motivation in general. Different categories of social relations, i.e. parents, friends, relatives, neighbours and classmates, are included in the questions. This section also attempts to gauge how important others’ views of the role of the group’s religious and cultural backgrounds affect respondents’ motivation.

<table>
<thead>
<tr>
<th>Sections</th>
<th>Variables</th>
<th>Research questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>general level of motivation</td>
<td>• Do Interest and Self-efficacy account for Omani students' motivation to learn English?</td>
</tr>
<tr>
<td>2</td>
<td>Interest</td>
<td>• How do Interest and Self-efficacy represent the most important constructs of the Omani students' motivation to learn English?</td>
</tr>
<tr>
<td>3</td>
<td>Self-efficacy</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Expectancy Value</td>
<td></td>
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<tr>
<td>5</td>
<td>Integrative/Instrumental Value</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Intrinsic/Extrinsic motivation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>goals and external regulations</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Social relations</td>
<td>• Do social relations influence students' Interest and Self-efficacy?</td>
</tr>
<tr>
<td>9</td>
<td>Open ended question eliciting a Yes/No answer and an explanation.</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Sections of the questionnaire.

Reliability and validity issues (Section 3.3) were addressed in order to ensure that respondents provide honest and truthful responses. In order to guarantee validity, this questionnaire is made short so that it doesn’t take more than 20 minutes to fill in (Dornyei, 2003). To rate beliefs about their types and aspects of motivation, respondents choose the best alternative on a five point Likert scale that goes from strongly agree to strongly disagree, with a ‘No idea’ option in the middle of the scale.
indicating a neutral position. The first section is an indicator of the general motivation level.

Before writing the first version of the questionnaire, the qualitative study employed in the First Method sets the path for confirming whether the effects exist or not. First, the answers provided suggest general ideas about the influence of social relations and the way the motivation effects are generally felt. Then, they facilitate a preliminary analysis of the individual’s understanding of his/her socio-cultural background and the way it shapes social structures and basic concepts about learning and education. This is essential for setting the parameters of the cultural background before conducting the rest of the research methods. The magnitude of the social effects and cultural heritage are then assessed. All these aspects serve as guidance for formulating the questionnaire items and estimating their prospective answers. The questionnaire verifies the first two research questions (Section 2.15). However, for the final confirmation of the answers provided in the self-report questionnaires of the effects of social relations on their motivation levels, a detailed qualitative analysis is necessary.

Piloting is conducted twice in order to ensure the questionnaire reliability. First, a group of nine students were randomly selected. At an initial stage, piloting aimed at observing the problems that arise while completing the questionnaire and analysing the question results. Some questions that the pilot group avoided were either changed or omitted. During this stage, and for the sake of clarity, some other questions were also rephrased using item analysis. At the final piloting stage, the questionnaire was administered to a larger group (18 students) for a reanalysis and re-evaluation of the questionnaire items and the administering conditions. In both stages, Arabic versions were used and the editing was applied on the Arabic and English drafts.

The last version of the Arabic questionnaire was adopted (Appendix 2). Then, it was administered during normal teaching sessions to about 474 students in eleven single gender and mixed schools. The schools also authentically represented the ethnic diversity of the Omani society. The questionnaire was administered by the researcher who read and explained all the questions, where deemed necessary, to ensure clarity of statements and eliminate ambiguity. The students were given enough time to complete the questionnaire. This ranged from twenty to thirty minutes. During this time the

90
researcher remained available for answering questions and providing help by explaining the statements of the questionnaire. Students were then thanked for their help. It was remarked that no student expressed unwillingness to participate in the questionnaire. Teachers and school management teams were also highly cooperative.

Reliability measures were then conducted in order to assure internal consistency. First, the use of a multiple-item scale was intended to assure that the different aspects of one scale are addressed and that answers reflect real attitudes of the respondents. The piloting stage also resulted in the elimination of some factors. However, in order to assure that the items represent facets of the same scale/section, a Cronbach Alpha test was applied. Employing SPSS for computing results determined the correlation coefficient level (See Analysis in Chapter 5) for all the questions and some items were omitted (before administering the questionnaire) to assure an even safer internal consistency level.

Validity refers to measuring what the instrument is intended to measure. In order to ensure that the respondents’ responses reflect their motivation orientations, the questionnaire was worded in a simple language. Moreover, translating the questionnaire into Arabic facilitated its understanding and guaranteed receiving more accurate responses.

c. Third methodological approach

This section aims at explaining how individual interviews were employed to achieve the study objectives. The use of semi-structured interviews has a number of aims. First, it intends to examine students’ social relations. Second, it seeks to provide more proof for the role of social relations in influencing their motivation. Finally, it endeavours to investigate the mechanisms employed to produce an effect on students’ interest and SE.

After the questionnaire, some randomly selected subjects were contacted to see if they were willing to participate in the interviews. Semi-structured interviews served to sample the social relations of individual students, and map relations in order to identify potential sources of influence. Then, interviews focus on the interactions that took place between alters about English as L2 learning in order to identify the linguistic
devices responsible for the influence. The mapping of the respondents’ social relations visualised the influence sources. This also helped explain the direction as well as the aspects of influence.

The formulation of the interview questions (Appendix 3) considered how they would be perceived by the interviewees. For secondary and preparatory school students, the use of technical terminology and complex structures can make the interviewees’ task more complicated. Hence, the choice was to employ simple constructions and avoid technical terms. The word ‘Self-efficacy’, for example was substituted by ‘self confidence for a specific task’, which helps elicit the answers leading to the meanings sought since there is no precise term for this word in Arabic. Even the name motivation, as a very abstract concept was sometimes avoided. Further, the interview was intended to be colloquial in order to encourage subjects to talk. Interviewees were requested to report the sentences exactly as other social relations used them in spontaneous interactions. Respondents were also sensitised to the importance of these linguistic devices that can affect their motivation. However, the subjects at a certain age (around 16) cannot always perceive that these devices can have such effects. But, as this method enables the researcher to unveil the linguistic influence mechanisms, it sensitises the learners that their social relations can influence their motivation. The interviewees were randomly selected based on their voluntary participation and availability. While pilot study interviews were conducted in around three schools, the main study interviews were conducted in different venues. The outbreak of the Swine Flu pandemic urged the Ministry of Education in Oman to postpone the start of the new school year 2009-2010. Since the situation was even open to a number of speculations, including the cancellation of classes during the whole year or for a large portion of it, I thought it would be wiser to start collecting data. Data collection started in September 2009. Interviews were conducted in venues other than schools, like public places. Regardless of the interviewing venue, all research ethical and academic parameters were strictly followed.

Number of Interviews Required

The decision regarding the number of interviews to be included in the study necessitated a review of the literature. About eight studies and one review study were employed in order to set a rationale on the decision of the number of interviews (Appendix 4). Apart
from the cases where no rationale was provided for why a particular number of interviews was adopted, the reasons given were significantly relevant to the actual study. Thus, based on the point of saturation level, no more data were expected to reveal a significant finding and the content was familiar and repeated in most cases. This content also revealed conformity with the statistical data results. These criteria determined the approximate number of interviews to be adopted. There was a tendency in the literature reviewed to view interviews as proportionately much smaller than questionnaires; normally ranging from 6% to 20% (Strommen and Mates, 2004; Abdulla, 2005, Qashoa, 2006; Meyer, 2009). Their numbers, however, were between nine and twenty interviews. The number of questionnaires administered for the present study is much higher. On the other hand, the numbers of interviews employed with other instruments in mixed methodology projects were between 10 and 31 interviews (ibid), including the interviews of 10 pairs, where each pair was considered as one instance of interviewing (Yee, 2008). Based on the above discussion, the number of twenty nine interviews for this study was thought to be sufficient.

3.6. Ethical issues

Before embarking on the collection of the data, this study was granted the ethical approval from De Montfort University faculty ethical committee. For this purpose a number of documents were produced to show the study’s compliance with the ethical measure for conducting research. Appendix 6 shows the documents provided for this purpose.

The consent of schools to allow students to participate in this study is granted through an official letter signed by the Regional Directorate of Education in al Dakhilya and sent to school headmasters in order to facilitate the researcher’s task. It was stressed that students’ participation in all the data collection instruments was purely voluntary. Both Bedouin and Hadher student populations were included in the questionnaire respondents. The data collected remains confidential and not intended for disclosure unless requested by a national judicial or law enforcement division. All audio and hard copy data collected for the purpose of this study remains the property of the researcher. The recordings of interviews were to be destroyed as soon as the project is finalised.
3.7. Validity and reliability

3.7.1. Validity

Research instruments and procedures are usually evaluated using two main criteria, notably, validity and reliability. The main concern with validity is making sure that it measures what it is meant to measure (Litwin, 2003). In particular, the issue of validity in this study addresses the extent to which the present data and its analysis procedures reflect what the research questions seek to investigate (Matthews and Ross, 2010). Table 1 (section 3.5.3.b) shows the role of each data source in addressing the research questions.

The construct validity (Peers, 1996) issue was particularly observed when the questionnaire was administered at the pilot study phase. After that stage, the neglected items were restated. Only in some cases did the respondents avoid giving reasons as part of the open-ended question. The random selection of sample students representing different parts of Oman remains an important factor for assuring a systematic external validity. This entails that random sampling was used and that all social groups in Oman were represented. This also takes into consideration the gender-based segregation of schools and the rural versus urban regional classification. Schools from all these backgrounds were selected for the two data collection methods. All these aspects were also applied with the interviews conducted.

The content validity is supported by the analysis provided in the table below (Table 2). It shows the importance of each group of items outlining all the variables and their relationship with the research questions under scrutiny. The description of the items and questions used in the two research instruments clearly shows the rationale behind the use of all the sections they involve.

Content validity was also assured by the revision of the questionnaire and interview items in order to ensure that the questions involved constantly and accurately address the research questions. The number was reduced from twenty initial questions to only ten questions each of them dealing with a particular aspect of the study. The questionnaire items underwent a selection process after the pilot study, which helped fix
the wording of some questions to ensure both validity and reliability. Meanwhile, since
the content validity was assured, face validity was not addressed. The latter is in fact
not considered a scientific and consistent measure of validity (Litwin, 2003).

Criterion validity is represented by concurrent and predictive validities components
(ibid). Mainly for the two following reasons, the concurrent validity test cannot be
employed: First, the present study uses a number of scales in the same questionnaire,
the strict combination of which is unprecedented. Second, the inclusion of the
dimension of social relations in measuring motivation is an innovation in motivation
questionnaires and interviews. Hence, the present instruments cannot be validated
against standard or widely used interviews or questionnaires. These reasons also
explain the difficulty of employing a predictive validity measurement for this study.

3.7.2. Reliability

Reliability is mainly concerned with the consistency of measures and procedures. It
essentially refers to the replicability of the results obtained if the same methods and
procedures are followed (Matthews and Ross, 2010). This is assured by the
transparency of research methods and procedures (ibid) as described in the methods and
data collection procedures (section 3.5).

The main task when preparing the questionnaire and administering it was to avoid the
two kinds of errors discussed by Litwin (2003). The Random Error was avoided by the
large population of the questionnaire respondents to assure the sample is highly
representative. On the other hand, the Measurement Errors were controlled by avoiding
the drawbacks remarked at the pilot study stage. This not only minimized errors but
also widened the level of predictability of the problems likely to rise when the
questionnaire was administered. Practically speaking, there are a number of types of
reliability to be addressed separately.

The first type of reliability is the Test-retest reliability. This assures that the answers
can be reproduced if the questionnaire is given at two different times. A retest was done
two months after the first questionnaire was administered. Although the sample of the
improved version of the pilot study was applied on a relatively small number only
(n=23), the level of replicability was significantly high (0.7632). The time span between the first and last tests was about two months allowing the students to forget the answers already given in the first test. During this period, however, the students were using the same textbooks and were taught by the same teachers. This helped avoid any influence of external factors on the change of attitudes and beliefs.

The next measure of reliability is the Internal Consistency Reliability. The table below shows the internal consistency of the questionnaire items:

<table>
<thead>
<tr>
<th>Sections</th>
<th>Variables</th>
<th>Number of items</th>
<th>Reliability Coefficient (Alpha)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>general level of motivation</td>
<td>4</td>
<td>0.7605</td>
</tr>
<tr>
<td>2</td>
<td>Interest.</td>
<td>4</td>
<td>0.7948</td>
</tr>
<tr>
<td>3</td>
<td>Self-efficacy</td>
<td>4</td>
<td>0.8350</td>
</tr>
<tr>
<td>4</td>
<td>Expectancy Value</td>
<td>4</td>
<td>0.6903</td>
</tr>
<tr>
<td>5</td>
<td>Integrative/Instrumental Value</td>
<td>5</td>
<td>0.7154</td>
</tr>
<tr>
<td>6</td>
<td>Intrinsic/Extrinsic motivation</td>
<td>5</td>
<td>0.77931</td>
</tr>
<tr>
<td>7</td>
<td>goals and external regulations</td>
<td>4</td>
<td>0.7403</td>
</tr>
<tr>
<td>8</td>
<td>social relations</td>
<td>7</td>
<td>0.7400</td>
</tr>
<tr>
<td>9</td>
<td>Open ended questions eliciting a Yes/No answer: influence + effective or not.</td>
<td>2</td>
<td>0.7735</td>
</tr>
</tbody>
</table>

Table 2: Reliability coefficients for questionnaire sections.

In surveys measuring attitudes and personality traits figures above 0.7 are considered good. The above reliability coefficients range between acceptable and very good rates of survey reliability (Peers, 1996 and Litwin, 2003).
Meanwhile, a major aspect of the interviews conducted was the standardization (Silverman, 1993) of the procedures and research questions. All the students were asked exactly the same questions and provided with the same sufficient time to answer. The same recording device was used to record the interviews. Also, the translation and transcription were consistently provided by the researcher alone. Even the samples to be double checked by another translator were randomly selected. In addition, the amount of data was standardized compared to similar research projects. Hence, the degree of saturation reached after having done a considerable number of interviews shows a high degree of consistency indicating a good reliability level.

Apart from the standardization of interviews, the use of a standardized protocol was also watched (Silverman, 1993). There was a determination to use a consistent set of rules as discussed by Silverman (ibid: 93). The first rule was not to show any sign of surprise or disapproval regardless of the answer provided. Second, no prompts were provided even if the question seemed difficult for the interviewee. In desperate cases, the same question could be paraphrased. Third, even the same content of greeting and introductory message was constantly used in all interviews.

Since the data collection also involved a translation of the interview data from Arabic (the interviewees’ first language) into English, the reliability of the translation is also an important issue. (Schostak, 2006) suggested giving back the translated and transcribed interview to the interviewee to check, change or approve the text. However, this procedure was not feasible with school students whose levels of English were theoretically ranging between elementary and lower intermediate. Also, there was no guarantee that even those at grade eleven would be able to understand the English version and evaluate its authenticity. Instead, four randomly selected samples were given to a professional translator and fellow of the Chartered Institute of Linguists (London, UK) to evaluate (Appendix 5). Also, this same person voluntarily assured the review of the translation of the questionnaire and interview questions from English into Arabic before they were administered. His approval of the final versions of these instruments was sought before administering them. The validation of the translation of the instruments and the data was assured by the professional backgrounds of the researcher and the reviewer; both being accredited professional translators. The
researcher is a member of the Chartered Institute of Linguists (London, UK), and the reviewer a fellow of the same institution. Also, the latter is an associate professor and Head of the English Language Department at a tertiary level institution in Oman (College of Applied Sciences, Nizwa). Hence, their capacities were very useful in rendering the translations highly accurate. Finally, the Arabic versions of the instruments and the data were employed to assure both the validity and reliability of the instruments.

Gibbs (2002) also cites two criteria used to gauge reliability in qualitative research analysis. He stressed the need to refer to cases and examples from the collected data (ibid: 231). This in fact adds credibility and trustworthiness to the analysis. Meanwhile, in order to avoid overgeneralizations, ‘references to frequency’ (ibid) expressions, e.g. ‘some of’ or ‘a minority of’, should be used. In order to assure these guidelines are followed in the analysis of the data, a quantification of some qualitative data will also be made for a more profound analysis. All the criteria cited above assure the reliability of the data and analysis procedures.

3.8. Tests, research questions and corresponding variables

Gathering, analysing and interpreting the data constitute two different stages. In order to make use of these interviews, an array of data presentation techniques will be used. First, the quantitative and qualitative data are presented. Then, the data are classified according to the categories that address the main research questions. The data will also be presented in different visualisation forms, including tables, charts and figures in order to present a variety of evidence. Finally, the analysis of qualitative and quantitative data should be in the light of the research questions mentioned earlier. Hence, the collection as well as the classification and analysis of the data are attempted according to these categories.

The table below (Table 3) outlines the main research questions, their corresponding sub-questions, the data analysis procedures and the rationale behind these choices. It also indicates the questionnaire sections involved in each part of the analysis and the rationale behind the choice of the analysis procedures. The first research question is
dealt with using the questionnaire and interview data. The first sub-question is analysed using Correlation and Linear Regression tests as well as qualitative analyses procedures. The sub-research question addressing whether interest and SE relate to the cultural dimension of Omani students’ motivation requires some interview data. The second research question also requires qualitative and quantitative analyses. In order to verify whether the social relations of Omani students learning English as L2 influence their interest and SE, both correlation and Linear Regression tests are employed. This is also later verified with interview data. Explaining how actors and significant others influence students’ interest and SE levels necessitate employing qualitative types of data. The third research question relies on the interview data to examine the two sub-research questions. These two questions focus on the mechanisms of influence and the role of social interaction. This study essentially employs interest and SE as the main variables. However, they are compared to other factors to assess the extent they represent Omani students’ motivation.
<table>
<thead>
<tr>
<th>Research questions</th>
<th>Tests employed</th>
<th>Reasons</th>
<th>Questionnaire section</th>
<th>Factors</th>
</tr>
</thead>
</table>
| 1. Do Interest and Self-efficacy account for Omani students' motivation to learn English? | a. How do Interest and Self-efficacy represent the most important constructs of the Omani students' motivation to learn English? | -Correlation analysis.  
- Linear Regression  
- Qualitative analyses. | -Studying the correlation between variables.  
- Comparing variable 2 with variables 4, 5, 6, and 7 THEN variable 3 with in 4, 5, 6, and 7 order to find out whether variables 2 and 3 get higher scores than others, hence account for students' motivation.  
- Analysing the most significant factors that shape their motivation. | 2, 3, 4, 5, 6, and 7 | Interest, SE, Expectancy Value, Integrative/Instrumental, Intrinsic/Extrinsic, and Goals and External Regulation |
<table>
<thead>
<tr>
<th>2. Do the Social relations of Omani students learning English as L2 influence their Interest and Self-efficacy? If so,</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Do Interest and Self-efficacy relate to the cultural dimension of Omani students learning English as L2?</td>
<td>-Qualitative analyses.</td>
<td>-Analysing the qualitative data to verify how Interest and Self-efficacy represent the most important aspects of Omani students’ motivation.</td>
<td>Interest, SE and social relations.</td>
</tr>
<tr>
<td>- Correlation and Linear Regression analyses.</td>
<td>-Verifying the effects of social relations on Interest and Self-efficacy.</td>
<td>-Using the interviews to confirm the effects of social relations on 8 and 9</td>
<td>Interest, SE and social relations.</td>
</tr>
<tr>
<td>Question</td>
<td>Methodology</td>
<td>Result</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>How do actors in students' social relations influence their Interest and Self-efficacy for learning English as L2?</td>
<td>- Qualitative analyses</td>
<td>- Using the interviews to measure the magnitude, the aspects and the ways of influence of social relations on Interest and Self-efficacy.</td>
<td></td>
</tr>
<tr>
<td>In what ways do significant others influence Omani student's Interest and Self-efficacy?</td>
<td>- Qualitative analyses</td>
<td>- Studying the aspects and means of influence of significant others as compared to other social relations.</td>
<td></td>
</tr>
<tr>
<td>What linguistic mechanisms do actors use to influence students' Interest and Self-efficacy to learn English as L2?</td>
<td>- Qualitative analyses</td>
<td>- Identify the linguistic mechanisms employed to influence students' interest and SE.</td>
<td></td>
</tr>
<tr>
<td>In what ways does social interaction influence Omani students Interest and Self-eficacy?</td>
<td>- Qualitative analyses</td>
<td>- Analysing the different ways through which interaction influences students’ interest and SE.</td>
<td></td>
</tr>
</tbody>
</table>

3. What are the mechanisms used by social relations actors to influence

- Interest, SE and social relations.
| Omani students’ English as L2 learning Interest and Self-efficacy? | efficacy to learn English as L2? | SE. | relations. |

Table 3: Tests, research questions and corresponding variables of the study.
CHAPTER FOUR:
PRESENTATION OF THE DATA

4.1. Introduction

This chapter aims at presenting the data collected from the motivation questionnaire and the individual interviews. Later, the content of the data is analysed in the light of the research questions introduced at the end of the Literature Review chapter. The qualitative data derived from the questionnaire findings is used to verify the significance of interest and SE and to see how the other aspects of motivation interact with these two components. The influence of social relations is initially analysed using the relevant section of the questionnaire. Then, the interview data is used to further verify the significance of interest and SE and the role of social relations in influencing them. This qualitative data is then analysed to reveal the linguistic mechanisms employed by social relations to influence Omani students' interest and SE. However, discussing the research questions and integrating the results of the two research methods is the scope of the next chapter.
4.2. The questionnaire data

The questionnaire employed in this study provides data from different schools. Schools are split according to gender for grades five and upwards. A total of eleven boys' and girls' schools from rural (Bedouin) and urban (Hadher) backgrounds participated in the questionnaire. First, the respondents’ answers were turned into numerical values. Each answer was allocated a score from one to five. The following values were applied:

Strongly Disagree (SD) = 1

Disagree (D) = 2

No Answer (NA) = 3

Agree (A) = 4

Strongly Agree (SA) = 5

4.2.1. Presentation

a. Demographics of the Study

The following table shows the demographics of the quantitative study:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Gender</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-14</td>
<td>Males</td>
<td>Nine</td>
</tr>
<tr>
<td>15-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18</td>
<td>Females</td>
<td></td>
</tr>
<tr>
<td>18+</td>
<td></td>
<td>Ten</td>
</tr>
<tr>
<td>9%</td>
<td></td>
<td>Eleven</td>
</tr>
<tr>
<td>46.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Demographics of the study

Most students belong to the age group between 15 and 19. The number of females participating in the study is slightly higher than the number of males. Grades are also nearly equally represented, with grade eleven having a quite higher percentage. The reason why grade eleven got a relatively higher percentage was that older students seemed to be more willing to participate in this voluntary activity.
b. General Motivation Indicator

The percentages below show the answers subjects provided for each one of the four questions representing general motivation to learn English as L2. The first statement, *I really like studying English*, received ‘agree’ and ‘strongly agree’ as the highest percentages, 46% and 35.8%, respectively. Whereas ‘disagree’ and ‘strongly disagree’ had the lowest scores 6.7% and 2.1%, correspondingly, only 8.6% represented the neutral choice. This shows that one affective requirement of motivation, corresponding to liking it and showing interest in studying it, is significantly important. The chart below (Figure 7) clearly shows the contrast between the high mean scores corresponding to ‘agree’ and ‘strongly agree’ alternatives compared to the other two negative choices, whereas total disagreement is the least popular choice.

The recognition that the good feeling accompanies allocating real efforts studying English was not a prevalent choice among respondents, if compared to the first item. However, both agreement choices scored 56.1% (43.3% + 12.8%), compared to a 21.6% (3.6% + 18.0%) for the disagreement (disagree and strongly disagree) alternatives. A ratio of about 1/5 represents the undecided respondents. As the bar chart below (Figure 7) illustrates, the bare agreement choice ‘I agree’ accounts for most answers.

An overwhelming majority of 80.2% agrees that much time and efforts need to be allocated to the learning of English. Both the ‘agree’ and ‘strongly agree’ choices strongly contrast with the low levels of ‘disagree’ and strongly disagree choices.
Similarly, the feeling of enjoyment underlying interest in learning English scored much higher than the other alternatives (Figure 8). Whereas 67.8% of the subjects recognize having this feeling of enjoyment as one reason for being interested in English, only 15.4% deny it. The corresponding bar chart also shows ‘agree’ as the most popular choice.

![Figure 8: The feeling of enjoyment scores.](image)

In general, either taken as a mean score representing the main category or analyzing individual item scores, the general motivation indicator shows that students exhibit a high level of motivation to learn English as L2. This indicator does not show all the aspects and components of motivation, as conceived by different perspectives. However, it is meant to function as a benchmark for all the dimensions of the motivation to learning English as L2.

The fact that most subjects scored positively in this general motivation indicator shows the extent to which the remaining items and categories were weighed by a ‘motivated’ L2 learning student. This is a situation which allows us to say that it is a largely motivated majority which is weighing its different aspects and components. The first section provides an overview on students’ levels of motivation to learn English as L2. The four questions employed to assess their levels of motivation rely on the readiness to allocate more time and efforts to the learning of English as well as on affective, emotional and attention categories, notably liking, enjoyment and interest. Although these do not directly reflect all the aspects of motivation, they clearly appeal to the learners’ emotional reactions towards learning English and their readiness to dedicate more efforts to learn it. These aspects obviously underlie the motivation to get engaged
in the task. As a whole, this section seems to faithfully reflect the large extent to which respondents are motivated to learn English as L2.

c. Interest

The items of this category use interest, enjoyment, and excitement, as predictors of interest in English lessons. Also, it employs endurance of learning difficulties and how interest leads to confidence to do tasks successfully. The second item states that: ‘I feel even more excited when I have confidence to do tasks pertaining to learning English successfully.’ It received 55.6% on ‘strongly agree’ and 34.8% on ‘agree’ choices. Altogether, they make the highest scores among the four items figuring in this category (see Table 5). This item is about the relationship between excitement, as an aspect of interest, and confidence in performing a particular task. Hence, it investigates the excitement arising from the feeling of confidence to perform a specific English language learning task. As shown below, the scores indicate a strong belief among respondents that excitement, i.e. interest, arises when a feeling of confidence is strong. Although this indicates a strong effect of confidence on creating interest in English as L2 learning tasks, it cannot be used to prove a unidirectional causal relationship or a particular correlation between the two variables. Students’ reported interest in learning English covers, not only feelings of enjoyment and excitement, but also situational factors related to the lessons they are taught and the efforts they make to overcome learning difficulties. In fact, item three, which states that ‘English lessons are really interesting’, received a total agreement (strong and moderate) of 70.1%. The determination expressed in item 4 (‘I enjoy learning English and I do my level best to overcome the difficulties I might encounter in order to achieve a higher level of competence’) also received a high score of 76.6% of the total scores for this item. Nevertheless, respondents also expressed that they also agree that enjoyment is among the reasons that make them interested in learning English and that this enjoyment is derived from the people in the surrounding environment. In fact, item number one accounted for a total agreement score of 75.5%. The four items in the interest section received highly significant scores, which indicate that the respondents’ interest in learning English is high. Table 5, below, represents the scores for items one through four in section two of the questionnaire about interest:
Self-efficacy is a significant component of the motivational factor in the students’ self-report. Through its four main items, this section seeks to determine the respondents’ levels of SE, the effects of others’ attitudes, the role of the teacher’s assessment and the role of interest in raising SE. Table 6, at the end of this section, indicates the individual scores for each item.

The first item, which assesses students’ general English learning SE levels, scored a 20.8% for the ‘agree’ choice and 49.0% for the ‘strongly agree’ alternative. Only 19.4% of the students expressed their disagreement and strong disagreement with this statement. This indicates that their SE levels are strong even though other people’s persuasion had high scores of 47.6% and 29.5% for normal agreement and strong agreement respectively, altogether amounting to 77.1%, compared to 1.6% for the strong disagreement and 9.7% for disagreement. In contrast with the first item, this

<table>
<thead>
<tr>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a deep feeling of enjoyment when I am learning English. This is one of the reasons why I am interested in learning English.</td>
<td>1.4</td>
<td>9.8</td>
<td>13.3</td>
<td>48.6</td>
<td>26.9</td>
</tr>
<tr>
<td>I feel even more excited when I have confidence to do tasks pertaining to learning English successfully.</td>
<td>8</td>
<td>5.3</td>
<td>3.3</td>
<td>34.8</td>
<td>55.6</td>
</tr>
<tr>
<td>English lessons are really interesting.</td>
<td>2.4</td>
<td>12.7</td>
<td>14.6</td>
<td>49.4</td>
<td>20.8</td>
</tr>
<tr>
<td>I enjoy learning English and I do my level best to overcome the difficulties I might encounter to achieve a higher level of competence.</td>
<td>1.7</td>
<td>12.5</td>
<td>9.3</td>
<td>44.8</td>
<td>31.8</td>
</tr>
</tbody>
</table>

Table 5: Valid percentages of statements about students’ interest in learning English as L2.
score seems to indicate a strong tendency to deny negative effects resulting from others’ persuasion in an attempt to avoid exhibiting a weak personality. However, when others’ evaluation comes from a reliable source, i.e. the teacher, the total agreement scores become a bit less at 70.3%, albeit still significant. Meanwhile, the 16.9% scored by the undecided ‘No Answer’ choice seems to faithfully indicate the students’ uncertainty about their teachers’ trust in their performance. The last item measures the effects of interest in learning English on their SE to perform its relevant tasks. With about 10% for the undecided option and a majority of 75.8% who agreed, either strongly or moderately, only a minority of 13.6% refused to acknowledge that their interest in English makes their SE higher. Seemingly, this indicates that the two factors interrelate and that respondents feel that their interest and SE levels are related.

<table>
<thead>
<tr>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel competent enough to do tasks and perform well in English classes.</td>
<td>2.6</td>
<td>16.8</td>
<td>10.6</td>
<td>49.0</td>
<td>20.8</td>
</tr>
<tr>
<td>Even when other people doubt my English proficiency, I still feel my English is good.</td>
<td>1.6</td>
<td>9.7</td>
<td>11.7</td>
<td>47.6</td>
<td>29.5</td>
</tr>
<tr>
<td>I certainly know that my teacher has trust in my capability to perform most English learning tasks.</td>
<td>1.7</td>
<td>11.0</td>
<td>16.9</td>
<td>37.8</td>
<td>32.4</td>
</tr>
<tr>
<td>I have a strong confidence in my capability to perform English learning tasks and that is because I am interested in learning this language.</td>
<td>1.5</td>
<td>12.1</td>
<td>10.6</td>
<td>47.0</td>
<td>28.8</td>
</tr>
</tbody>
</table>

Table 6: The valid percentages of statements about students’ Self-efficacy to learn English as L2.
e. Expectancy-Value and usefulness factor

This variable’s mode was 12.00, the third in rank, following the two most important variables, notably interest and SE. This is also supported by the 93.1% score for the first item which evaluates the personal value of English in the respondents’ lives. In fact, these are two indicators for the importance of the expected outcome, the perceived value of learning English and its usefulness for the students. The second item, which assesses the role of social relations in determining the importance of the value and the expectancy of English, received a 76% score. Remarkably, 42.9% chose the ‘agree’ alternative only and just 2.7% strongly disagreed with the statement. Seemingly, the perceived importance of English is assessed by the surrounding social milieu of the student who knows through social relations how useful it is and what value is expected from mastering this language. The other items also received high percentages indicating the high importance allocated to this factor.

<table>
<thead>
<tr>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe learning English is always of some personal value to me.</td>
<td>0.7</td>
<td>2.2</td>
<td>3.9</td>
<td>25.7</td>
<td>67.4</td>
</tr>
<tr>
<td>I believe it is important to learn English because people around me think English is of a great value.</td>
<td>2.7</td>
<td>12.5</td>
<td>7.7</td>
<td>42.9</td>
<td>34.1</td>
</tr>
<tr>
<td>Learning English is useful and good for my future life.</td>
<td>1.3</td>
<td>3.0</td>
<td>1.8</td>
<td>21.8</td>
<td>71.9</td>
</tr>
<tr>
<td>I don't like learning English but I think it is important in my country.</td>
<td>16.6</td>
<td>24.1</td>
<td>11.0</td>
<td>31.6</td>
<td>16.7</td>
</tr>
</tbody>
</table>

*Table 7: The valid percentages of the Value-expectancy factor.*
f. Integrative versus instrumental aspects

Unlike the previous ones, this factor groups two dichotomous views about motivation, notably learning English to integrate into the target language community or for an instrumental purpose. The first two items, allocated to assess the first purpose, received a percentage of more than 80% each. Whereas the first item representing an integrative choice received a remarkably high percentage of more than 80%, item four, which is about working and living in an English speaking country, had a 40% score. However, possibly because the last item envisaged an integrative effect originating from the social milieu, it obtained the lowest score among the other items.

<table>
<thead>
<tr>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning English is important because it will potentially help me get a good job.</td>
<td>0.5</td>
<td>2.1</td>
<td>2.8</td>
<td>26.1</td>
<td>68.5</td>
</tr>
<tr>
<td>I am learning English because this will help me get good grades.</td>
<td>1.4</td>
<td>7.2</td>
<td>8.2</td>
<td>40.6</td>
<td>42.3</td>
</tr>
<tr>
<td>Like my friends, I like learning English in order to be able to communicate with English speaking people.</td>
<td>2.1</td>
<td>7.2</td>
<td>7.0</td>
<td>43.0</td>
<td>40.7</td>
</tr>
<tr>
<td>I learn English because I want to work and live in an English speaking country.</td>
<td>16.0</td>
<td>31.9</td>
<td>12.1</td>
<td>22.9</td>
<td>17.1</td>
</tr>
<tr>
<td>I learn English because people around me like English people and their culture and they encourage me to study them.</td>
<td>19.0</td>
<td>38.8</td>
<td>14.7</td>
<td>19.7</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Table 8: The valid percentages of statements about students’ Integrative and Instrumental Motivation to learn English as L2.
g. **Intrinsic versus extrinsic motivation**

Comparing items one and two shows a tendency to favour internal rather external factors as an account of the students’ motivation to learn English. In fact, teachers’ and parents’ requirements don’t seem to account for the majority of the choices (Table 9). Around 70% of the students disagreed (by choosing ‘disagree’ or ‘strongly disagree’) with the fact that they learn English because their parents and teachers want them to do so. In contrast, the first item, which underlies an intrinsic basis, received only 26.2% of total disagreement cases. However, the preference of an extrinsic kind of motivation is also shared among respondents and their friends. Nevertheless, only 13.9% denied the enjoyment felt from learning English and understanding difficult tasks. This statement may underlie that an unfavourable attitude towards learning English among friends can make a student hide his/her enjoyment of the task.

Either for an intrinsic cause or because of an extrinsic reason, there was a consensus among students that both grounds result in high levels of interest and SE. 61.2% of the respondents demonstrated that being motivated in either way positively influences these two constructs. This is significantly important in response to the intrinsic versus extrinsic debate. The following table illustrates the points discussed in this section:
Goals and external regulations

The four items of this section underlie the main purposes for which a student might be engaged in learning English. Among these goals, the goal underlying challenge seeking (item 1) and the one about ‘just to please my parents and teachers’ (item 4) received the least scores (Table 10). Meanwhile, the other two short-term and long-term goals had higher percentages indicating an important place for English in the students’ future time perspective. From the one hand, getting higher grades than one’s fellow students represented 86.3% of the respondents’ agreement choices. From the other hand, the determination to study English in order to achieve future goals reached a 39.9% agreement in addition to a 46.4% strong agreement. Whereas doing much better than fellow students was among the trendy goals of students (item two), learning English to please parents and teachers was not a popular choice. This doesn’t exclude influence

<table>
<thead>
<tr>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like learning English only for the pleasure I experience in knowing more about it.</td>
<td>6.0</td>
<td>20.2</td>
<td>11.2</td>
<td>42.9</td>
<td>19.6</td>
</tr>
<tr>
<td>I like learning English only because my teachers and parents are urging me to do so.</td>
<td>34.5</td>
<td>36.2</td>
<td>8.4</td>
<td>14.4</td>
<td>6.5</td>
</tr>
<tr>
<td>I always talk with my friends about how much we like learning English because we love it.</td>
<td>4.6</td>
<td>17.7</td>
<td>10.7</td>
<td>49.1</td>
<td>17.9</td>
</tr>
<tr>
<td>People around me usually talk about the enjoyment they find when they grasp a difficult English language construction.</td>
<td>3.8</td>
<td>10.1</td>
<td>10.3</td>
<td>47.2</td>
<td>28.5</td>
</tr>
<tr>
<td>When I learn English for the pleasure it creates I become interested in its tasks and confident that I can perform well enough in English assignments.</td>
<td>7.6</td>
<td>18.8</td>
<td>12.4</td>
<td>40.7</td>
<td>20.5</td>
</tr>
</tbody>
</table>

Table 9: The valid percentages of statements about students’ Intrinsic/Extrinsic Motivation to learn English as L2.

h. Goals and external regulations

The four items of this section underlie the main purposes for which a student might be engaged in learning English. Among these goals, the goal underlying challenge seeking (item 1) and the one about ‘just to please my parents and teachers’ (item 4) received the least scores (Table 10). Meanwhile, the other two short-term and long-term goals had higher percentages indicating an important place for English in the students’ future time perspective. From the one hand, getting higher grades than one’s fellow students represented 86.3% of the respondents’ agreement choices. From the other hand, the determination to study English in order to achieve future goals reached a 39.9% agreement in addition to a 46.4% strong agreement. Whereas doing much better than fellow students was among the trendy goals of students (item two), learning English to please parents and teachers was not a popular choice. This doesn’t exclude influence
from people around the individual learner. The table below shows the percentage scores for each item in this section of the questionnaire:

<table>
<thead>
<tr>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy challenging English assignments.</td>
<td>20.0</td>
<td>32.9</td>
<td>18.7</td>
<td>22.0</td>
<td>6.4</td>
</tr>
<tr>
<td>It is better for me to get higher grades in English than my fellow students.</td>
<td>1.4</td>
<td>6.0</td>
<td>6.3</td>
<td>34.8</td>
<td>51.5</td>
</tr>
<tr>
<td>I am very determined to reach my future goals by becoming good at English.</td>
<td>2.5</td>
<td>5.0</td>
<td>6.7</td>
<td>39.3</td>
<td>46.4</td>
</tr>
<tr>
<td>I like learning English just to please my teachers and parents.</td>
<td>29.2</td>
<td>30.0</td>
<td>14.6</td>
<td>13.6</td>
<td>12.6</td>
</tr>
</tbody>
</table>

Table 10: The valid percentages of statements about students’ goals and external regulations.

i. **The Effects of social relations**

This important section draws on a number of factors that underlie different aspects of social relations. It measures the extent of their influence on a student’s motivation to learn English as L2. Both positive and negative attitudes were employed. The items underlying negative attitudes (the sixth and seventh items) intend to measure the negative effects of social relations on the two main constructs, notably interest and SE. Item six considers that any limited interest in learning English is due to the imitation and influence of friends, neighbours and classmates. Unexpectedly, this statement was not widely accepted by the students. Around 40% of the subjects chose agreement choices to acknowledge the possible (‘If I believe…’) effects of others on their levels of English language learning interest. In order to determine the cause of this, we should look at other people’s reactions if the respondent becomes fluent in English. Only 40% of the students thought that these people will appreciate it when their levels improve. In fact, about 15% disagreed and the same percentage remained undecided. Two more items attempted to investigate the effects exerted on interest. Items one and two
assessed the roles of parents, friends and neighbours in making the students interested in English due to its usefulness in Oman. Both items registered high agreement (agree and strongly agree) scores: 85.1% and 79.6%, respectively.

As for the effects of others on the confidence to learn English, the high score of 90.2% (for both agree and strongly disagree) confirms the role of talks with friends, parents, neighbours and relatives on the SE. This is also confirmed by item three which investigates the positive role of classmates. Item four aims at evaluating the nature of people’s religious beliefs and cultural backgrounds towards learning English as L2. Only 14.6% believed that people around them think that these beliefs are against the learning of this language. The role of this question is to determine the extent to which religious and cultural beliefs and measure the magnitude of their influence before assuming that they have a certain influence on the respondent’s choices. The following table (Table 11) illustrates the score of each statement:
My parents think learning English is both necessary and useful in Oman and this makes me more involved in learning this language.

My friends and neighbours think learning English is necessary and useful in Oman.

My classmates believe that if we like English and want to be good at it, we can become more proficient.

People around me think that our religious beliefs and cultural backgrounds urge us to learn English and speak it fluently.

If I work very hard at learning English and become fluent in this language, my friends, neighbours and classmates will appreciate this.

If I believe that I have a limited interest in English and that I cannot do very well in it, it’s because I am just doing like my friends, neighbours and classmates.

I often talk about school life and learning English with my friends, parents, neighbours and relatives and this affects my willingness to learn this language.

<table>
<thead>
<tr>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents think learning English is both necessary and useful in Oman and this makes me more involved in learning this language.</td>
<td>2.6</td>
<td>6.1</td>
<td>6.2</td>
<td>50.8</td>
<td>34.3</td>
</tr>
<tr>
<td>My friends and neighbours think learning English is necessary and useful in Oman.</td>
<td>2.2</td>
<td>6.4</td>
<td>11.4</td>
<td>46.7</td>
<td>32.9</td>
</tr>
<tr>
<td>My classmates believe that if we like English and want to be good at it, we can become more proficient.</td>
<td>2.4</td>
<td>2.7</td>
<td>5.6</td>
<td>51.3</td>
<td>38.0</td>
</tr>
<tr>
<td>People around me think that our religious beliefs and cultural backgrounds urge us to learn English and speak it fluently.</td>
<td>6.5</td>
<td>8.1</td>
<td>12.0</td>
<td>47.1</td>
<td>26.2</td>
</tr>
<tr>
<td>If I work very hard at learning English and become fluent in this language, my friends, neighbours and classmates will appreciate this.</td>
<td>15.6</td>
<td>29.1</td>
<td>15.3</td>
<td>31.3</td>
<td>8.7</td>
</tr>
<tr>
<td>If I believe that I have a limited interest in English and that I cannot do very well in it, it’s because I am just doing like my friends, neighbours and classmates.</td>
<td>21.4</td>
<td>26.1</td>
<td>11.4</td>
<td>33.5</td>
<td>7.6</td>
</tr>
<tr>
<td>I often talk about school life and learning English with my friends, parents, neighbours and relatives and this affects my willingness to learn this language.</td>
<td>3.9</td>
<td>9.4</td>
<td>6.5</td>
<td>44.4</td>
<td>35.8</td>
</tr>
</tbody>
</table>

Table 11: The valid percentages of statements about the effects of social relations.
j. Discouragement

The open-ended question requests the respondent to state if s/he is discouraged by somebody, whether this discouragement influences their motivation to learn English and provide a justification for their answers. Asking the question this way makes it easy for the respondent to differentiate between persuasion and the resulting effects for which s/he is expected to provide an explanation. The latter will be analysed later as part of the qualitative data.

The discouragement respondents face was acknowledged by 82.1% of the students (Table 12). Only 17.9% claimed not having received discouragement to learn English from other people. These results clearly show the liability of these learners to negative persuasion from people around them. However, the respondents’ reported influence is different in percentage.

<table>
<thead>
<tr>
<th>The influence of discouragement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is anybody discouraging you from learning English</td>
<td>82.1</td>
<td>17.9</td>
</tr>
<tr>
<td>Do you think s/he is influencing you?</td>
<td>46.4</td>
<td>53.6</td>
</tr>
</tbody>
</table>

Table 12: The valid percentages of the influence of discouragement.

Although about 80% of the respondents acknowledged being victims of discouragement to learn English, only 46.4% thought that this persuasion resulted in real influence. The reasons presented are numerous. However, the table below (Table 13) outlines the most popular ones:
<table>
<thead>
<tr>
<th>Most popular reasons for resisting persuasion</th>
<th>Code</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having a strong personality.</td>
<td>STRNGPER</td>
<td>11</td>
</tr>
<tr>
<td>English is useful/necessary/important for my future.</td>
<td>ENGUSFL</td>
<td>76</td>
</tr>
<tr>
<td>Being self-confident.</td>
<td>SLFCNFD</td>
<td>15</td>
</tr>
<tr>
<td>Being determined to achieve my aims.</td>
<td>DETERMN</td>
<td>16</td>
</tr>
<tr>
<td>I like learning English/ have strong love for English.</td>
<td>LIKENG</td>
<td>26</td>
</tr>
<tr>
<td>I have an internal strong will/interest</td>
<td>WILLINTR</td>
<td>38</td>
</tr>
<tr>
<td>Family and others encourage me.</td>
<td>ENCRGMNT</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 13: Reasons for resisting persuasion.

The following bar chart (Figure 9) compares the most popular reasons students gave to account for resisting persuasion from others to discourage them from learning English.

![Figure 9: Comparing reasons for resisting persuasion.](image-url)
The reasons for being influenced by persuasion are listed in the table below (Table 14):

<table>
<thead>
<tr>
<th>Most popular reasons for being affected by persuasion</th>
<th>Code</th>
<th>Number of cases (out of 250 participants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need encouragement/nobody encourages me.</td>
<td>NEEDENC</td>
<td>33</td>
</tr>
<tr>
<td>The influence comes from a close person/people.</td>
<td>CLSEINFL</td>
<td>12</td>
</tr>
<tr>
<td>Low self-confidence/determination.</td>
<td>LWCONFDN</td>
<td>18</td>
</tr>
<tr>
<td>My family doesn’t show interest in learning English.</td>
<td>FMLYNINT</td>
<td>5</td>
</tr>
<tr>
<td>Negative thinking induced by others.</td>
<td>NGTVINFL</td>
<td>24</td>
</tr>
<tr>
<td>Lack of will/interest.</td>
<td>LWWLLNT</td>
<td>37</td>
</tr>
<tr>
<td>I hate it/against my religious principles.</td>
<td>HATEIT</td>
<td>5</td>
</tr>
<tr>
<td>Because of the teacher.</td>
<td>TEACHER</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 14: Reasons for being influenced by persuasion.
Figure 10: Popular reasons for persuasion effects.

The graph (Figure 10) above shows that low interest is the most important factor that makes students affected by persuasion. It accounts for 37 cases. The next most important factor is the need for encouragement, which was selected 33 times.

4.3. The Qualitative data

The interview data was categorised according to the research questions. First the interviews were expected to confirm some findings of the questionnaire data, such as the role of interest and SE and the influence of social relations on motivation. Then, the qualitative data should further examine this influence and the mechanisms underlying it.

4.3.1. Attribute summary report

The following tables (Tables 15, 16, 17 and 18) summarise the different demographical characteristics of the sample population. These attributes include: age, gender, grades and social origin. The tables also show the number of cases and their reference numbers according to the following attributes:
### a. Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Cases</th>
<th>Assigned Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>7</td>
<td>F9-1, F9-2, F9-3, M10-6, M9-2, M9-3, M9-4</td>
</tr>
<tr>
<td>16</td>
<td>11</td>
<td>F10-1, F10-2, F10-3, F10-4, F10-5, M10-1, M10-2, M10-3, M10-4, M9-1, M9-5</td>
</tr>
<tr>
<td>17</td>
<td>8</td>
<td>F11-2, F11-3, F11-4, F11-6, M10-5, M11-2, M11-3, M11-4</td>
</tr>
<tr>
<td>18/19</td>
<td>3</td>
<td>F11-1, F11-5, M11-1</td>
</tr>
</tbody>
</table>

Table 15: Attribute summary report: age

### b. Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Cases</th>
<th>Assigned Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>M10-1, M10-2, M10-3, M10-4, M10-5, M10-6, M11-1, M11-2, M11-3, M11-4, M9-1, M9-2, M9-3, M9-4, M9-5</td>
</tr>
</tbody>
</table>

Table 16: Attribute summary report: gender.

### c. Grades

<table>
<thead>
<tr>
<th>Grades</th>
<th>Total Cases</th>
<th>Assigned Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>8</td>
<td>F9-1, F9-2, F9-3, M9-1, M9-2, M9-3, M9-4, M9-5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>F10-1, F10-2, F10-3, F10-4, F10-5, M10-1, M10-2, M10-3, M10-4, M10-5, M10-6</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>F11-1, F11-2, F11-3, F11-4, F11-5, F11-6, M11-1, M11-2, M11-3, M11-4</td>
</tr>
</tbody>
</table>

Table 17: Attribute summary report: grades.
d. Origin

<table>
<thead>
<tr>
<th>Origin</th>
<th>Total Cases</th>
<th>Assigned Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedouin/rural</td>
<td>11</td>
<td>F10-1, F10-4, F10-5, F11-1, F11-5, M10-2, M10-3, M10-5, M10-6, M11-2, M9-4</td>
</tr>
</tbody>
</table>

Table 18: Attribute summary report: origin.

The students interviewed were Omani from rural and urban backgrounds, aged between 15 and 19. The number of students from the urban backgrounds was higher than those from the rural background by 18 to 11. Male and female students were nearly equal in number. There was also a reasonable balance in the students’ number for each grade. Regarding age groups, only those aged 18 constituted a minority (3).

4.3.2. Interview questions

The table outlining the key research questions, the sub-research questions and the corresponding interview questions (Appendix 3) shows how these interview questions contribute to the verification of the first two research questions and how they also attempt to answer the last research question. This table also indicates the principles of support and complementarity between both research methods. The interview questions were consistently used in all the interviews conducted, as part of the qualitative data collection. The data resulting from the interview questions are classified according to the main categories of the study. These categories help analyse the main and sub-research question of the study. Hence, the analysis of the interview questions will be addressed according to the research questions of the study.
CHAPTER FIVE:
ANALYSIS OF THE DATA

5.1. Introduction

The present chapter aims at analysing the data for the purpose of answering the research questions proposed in Chapter 2. The research questions centre around the significance of interest and SE, the influence of social relations, and the mechanisms of influence on students’ motivation to learn English as L2. These questions were answered using quantitative and qualitative analysis procedures.

This chapter is organised according to the research questions of the study. For each question, the methods and tools used for the analysis of the data are shown in Appendix 7. Analysing the relationship between the dimensions of motivation requires employing correlation and regression analyses in order to determine the nature and strength of the relations between the significant variables. This also shows the significance of interest and SE and the importance of social influence. The linguistic examination of the qualitative data attempted to analyse students’ profiles. The analysis relies on the phrases and parts of speech employed. This includes the use of relevant verbs, nouns and adjectives which reveal the significance of interest and SE and the role of social relations. Then, the reasons for liking and wanting to learn English or not are analysed. The analysis of the way respondents defined motivation also shows that interest and SE are related to Omani students’ motivational conceptualisations. Hence, the data gathered address and directly support the first two research questions. The types and sources of influence analysed support the claim made by this study regarding the centrality of social influence on motivation. Using the interview data, the mechanisms of verbal influence are thoroughly investigated to demonstrate the way social relations influence each others’ motivation to learn English.
5.2. Research questions and the qualitative categories of analysis

In conjunction with the questionnaire data, the interview data contribute to the answering of the research questions. The categories mentioned above (section 4.3.2) answer the main and sub-research questions. In order to answer the two sub-research questions representing the first research question, the following four categories were employed: the definition of motivation, the motivated students’ profile, the reasons for liking or disliking English profile, reasons for wanting to learn English. For the three sub-questions underlying the second research question, the following categories were used: the reasons for wanting to learn English, the types of influence, how influence is enacted, the desired influence support request, and the role of affect. These categories answer the three sub-research questions respectively. The categories of social influence and linguistic mechanisms, negative attitudes, positive attitudes and the role of interaction answer the third bundle of sub-research questions pertaining to the third research question. These categories and the corresponding research questions and analysis tools are outlined in Appendix 7.

5.3. The first key research question

The first key research question is dealt with using a number of quantitative and qualitative analyses. First, sections 1 through 7 of the questionnaire are analysed using a number of statistical tests. Percentages and modes help compare interest and SE to the other dimensions of motivation. Second, Correlation Analyses and Linear Regression tests check the significance of these two variables for the motivation of Omani students learning English as L2. At a second stage, the qualitative data verifies the questionnaire findings. The first four interview questions (Appendix 7) focus on the motivated student’s profile, the reasons for liking/disliking English, the reasons for wanting to learn it and the way students define motivation to learn this language. These categories further analyse the significance of interest and SE and address the two sub-research questions dealing with the relationship of these two constructs with Omani students’ English as L2 learning motivation. The methods of analysis rely on a
linguistic examination of the phrases employed. This content analysis establishes categories for the data and quantifies the instances of occurrence of particular phrases and expressions. The main analytical tools employed to examine attitudes use affect, judgment, and appreciation.

5.3.1. The relationship between the dimensions of motivation

By summing up questionnaire items pertaining to each category the summary scores for each section were obtained. Hence, the answers provided by the students resulted in a number of summary scores for each respondent representing all the variables and categories of the study. Each category was scored separately for each student. For example, all the scores obtained by a respondent for the section ‘Interest’ are added up. This makes the comparison of the dimensions of motivation possible. The seven categories representing aspects of motivation were: Interest, SE, Expectancy-value, Integrative/Instrumental, Intrinsic/Extrinsic, Goals, and Social Relations (underlying the interpersonal relations and socio-cultural influence). Each one of them is expected to weigh the extent to which it individually determines students’ motivation and influences it. Percentages represent the proportion of the realised score of the total possible score. This expresses the popularity of each category separately. The percentages shown below (Table 19) indicate that interest and SE received the highest percentages among all the seven dimensions of motivation. Also, this table shows the mode score for each category. Also, the modes, which represent the values most frequently encountered in the data, show the importance of interest and SE.

Obviously, both interest and SE (56.7% and 56.6%, respectively) account for the highest percentages. However, the percentages pertaining to: Expectancy-value, Integrative/Instrumental, Intrinsic/Extrinsic, and Goals are not much lower (Table 19). Their mode scores of interest and SE are also quite similar and higher than the other categories. Interest is 14.00 while SE is 15.00. A cluster of four other variables, namely Expectancy-value, Intrinsic/Extrinsic, Goals, and Social Relations, account for a bunch of close mode scores ranging between 12.00 and 10.29. However, only the Integrative/Instrumental component received the lowest score. Meanwhile, the scores
received by interest and SE clearly indicate the significance of these aspects for these students’ motivation.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Interest</th>
<th>Self-efficacy</th>
<th>Expectancy-Value</th>
<th>Integrative/Instrumental</th>
<th>Intrinsic/Extrinsic</th>
<th>Goals</th>
<th>Social Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENTAGE</td>
<td>56.7%</td>
<td>56.6%</td>
<td>52.5%</td>
<td>48.2%</td>
<td>41.9%</td>
<td>45%</td>
<td>27%</td>
</tr>
<tr>
<td>MODE</td>
<td>14.00</td>
<td>15.00</td>
<td>12.00</td>
<td>9.60</td>
<td>10.40</td>
<td>11.0</td>
<td>10.29</td>
</tr>
</tbody>
</table>

Table 19: percentages and mode scores representing the 7 dimensions of motivation.

a. Correlation Analyses

It is now important to study the relations between the study variables. Correlations reveal the significance of some variables and the importance of the relations among them. However, this doesn’t show the cause/effect type of relationship. Hence, running a correlation analysis will essentially help determine the most significant factors underlying Omani students’ motivation. Also, their correlations with the majority of the study variables show the significance of these two factors.

Six sections of the questionnaire represent the main conceptualisations of motivation. These sections show the respondents’ evaluation of their motivational orientations. The strength of each perspective representing each section will be measured by its relevance to the general motivation indicator. The rationale here is that motivation is a general term and that the six areas represent dimensions of this term. If a student feels motivated, this motivation should be reflected in the kind of feeling, activity or
determination representing the perspective that best describes his/her motivation. Being motivated, for example, can mean essentially focusing on the interest in learning English and partly having a certain level of efficacy beliefs. This indicates what being motivated exactly means for this student. Hence, the relationship is determined by the correlation coefficient for each pair of variables for all the respondents.

Table 20 shows the correlation coefficient for each pair of variables. Correlations are statistically significant at the 0.01 level. The correlation between General Motivation and all the dimensions of motivation is significantly high with interest (0.68) and SE (0.54). It is also remarkably significant with Goals (0.207), Intrinsic/Extrinsic (0.349), and Integrative/Instrumental (0.286) types of motivation. Other important correlations also include other pairs of variables such as interest with SE, interest with Intrinsic/Extrinsic motivation, and Goals with Intrinsic/Extrinsic motivation. The generally significant correlations between the variables of the study support the claim that these are dimensions of motivation and aspects of the general term. The social dimension also positively correlates with the six dimensions, ranging between 0.224 and 0.257. Its correlation with the general motivation indicator is also significant (0.191).
Table 20: Table of correlations.

5.3.2. The significance of interest and SE

The relationship between the various variables and the general motivation indicator and among the variables themselves shows the importance of interest and efficacy concepts. From the one hand, interest and SE are highly correlated (0.484). Other correlations with general motivation are significant, but less important. This clearly indicates that interest and SE correlate with motivational dispositions to learn English. Although this doesn’t elucidate the nature of the relationship, these two variables are the most important constructs of motivation for these students. The correlation coefficients between these two variables and the other variables in the table are also often quite important. Intrinsic/extrinsic motivation correlates with SE (0.349) and with interest (0.414) as well.

The significant correlation among the variables representing aspects of motivation indicates the interrelation of these factors. Meanwhile, the important correlations
between interest, SE and General Motivation indicate the relevance of these variables to the socio-cultural context of the learners. In addition, the correlation between interest, SE and the other variables representing aspects of motivation shows the interrelation between factors representing fairly analogous concepts.

The level of interest also accompanies a high degree of reported motivation to learn English, as the following graph shows (Figure 9). In fact, the scatter plot graphs below (Figures 11 and 12) show the distribution of the data. This gives an idea about extent to which the trends of the relationships they have are strong. Interest shows a strong correlation with the general motivation indicator represented in the linear relationship.

![Graph showing correlation between interest and general motivation](image)

**Figure 11: Interest and the General Motivation indicator**

The next in importance is the correlation between SE and general motivation (0.542). The graph below shows how more SE results in a high level in the general motivation indicator:
The correlation analyses performed above do not capture the main aspects of the relationship between the variables. We now need to determine the motivation factors which are related to the general motivation indicator using linear regression tests. The linear regression also determines the strength of the factors. Hence, a number of regression tests are performed between the general motivation indicator and motivation factors.

First, we need to understand the extent to which the general motivation indicator depends on a bunch of motivation factors. This group includes the following factors: Expectancy-Value, Intrinsic/Extrinsic, Goals and external regulations, and Integrative/Instrumental dimensions. The result indicates a weak positive correlation of $R= 0.398 (< 0.5)$ between the general indicator of motivation and these factors. This regression coefficient shows that although the relationship is not negative, these factors do not largely reveal the overall level of L2 learning motivation of Omani students.

Second, excluding the main variables of the study, notably interest and SE, will allow us to measure their effects separately in order to see the extent of their strength. Interest has a fairly positive correlation with the general motivation factor of $R= 0.685$. Since the correlation coefficient is in the high range between 0.5 and 0.8, the strength of the relationship between interest and the motivation indicator is quite highly positive. The correlation between SE and general motivation ($R=0.542$) is also quite higher than the normal positive level (0.5). These two positive correlation coefficients are shown in the
graphs below. Figure 13 shows that the intercept level is at 3.00, which indicates that at a fairly low level on interest, the L2 learning motivation is initiated. However, the level required by SE is higher since the intercept is nearly at 8.00 (Figure 14). However, this does not eradicate the importance of SE. The reason why the intercept level is high is explained by the fact that, unlike interest, the sources of SE require time for developing an evaluation of performance and a development of outcome expectations (Literature Review, section 2.5.2.c).

Figure 13: Interest and general motivation regression line.

Figure 14: SE and general motivation regression line.

Third, the effect of social relations factor needs to be measured against the general motivation level. The regression coefficient for social relations is weak (R= 0.191). However, the main concern of this section was to ask respondents directly if they were subject to others’ influence. This conceals a self-accusation of the respondents’
confidence. Hence, any confirmation of these effects may show a negative self image. Therefore, acknowledging these effects would be avoided by students. Thus, these effects are more likely to be revealed by the qualitative data.

5.3.4. Interim summary

The statistical tests employed confirm the idea that interest and SE are the most important components of motivation for these Omani students. They represent the main dimension of their motivation to learn English as L2. This makes the relevance of other factors either interrelated to these dimensions, like Expectancy-Value, or marginal compared to that of the two main components of L2 motivation within this socio-cultural context. The positive relationship between interest and SE as independent variables, from the one hand; and general motivation, from the other, shows that they significantly determine the level of general motivation. They represent the main motivational dimensions for Omani students learning English.

The questionnaire data clearly shows a significant correlation between the six dimensions of motivation and the general motivation indicator and among these dimensions themselves. Significant correlations remarkably exist among general motivation, interest and SE. The dimension of social relations also significantly correlates with the last two factors. However, its correlations with the Intrinsic/Extrinsic and Integrative/Instrumental dimensions are a little higher. Significant trends of relationships are also shown between interest, SE, general motivation and other dimensions as well. Although these correlations don't indicate causality, they clearly show the importance of interest and SE in the students’ socio-cultural context and the role social relations can play in the learning of English as L2. In order to further verify these aspects and investigate the significance of these dimensions, an analysis of the qualitative data is essential.

5.3.5. Principles for the analysis of the interview data

In order to analyse the qualitative data, the principles of content analysis were adopted. Apart from its applicability on transcribed texts, content analysis enables the researcher to easily establish categories and compute instances of occurrence (Silverman, 1993).
This strategy is in fact based on what has been argued to be an extension of De Saussure’s principles underlying that “‘structures’ and ‘words’ are inseparable’ (ibid: 60). This method will also rely on grammatical structures, parts of speech and specific stylistic devices.

However, the analysis will be also dealing with linguistic tools employed to produce effects on subjects’ interest and SE levels. In this case, we are dealing with language in social context. For this purpose, we need to consider the kinds of attitudes expressed by social relations, which evaluate (Martin and Rose, 2003) the main subject matter of the study. This principle relies on a set of analytical tools used to investigate types of attitudes expressed in discourse. Attitudes are either an affect (expressing emotion), a judgment (judging a character), or an appreciation (valuing the worth of things/people/relationships) (ibid: 24). To express an appraisal, we also choose to give it a level of amplification (e.g. hugely complicated) and mention the source (e.g. my friend likes learning English). This short outlining of terms will only serve as an introduction to the theoretical framework of attitude analysis. However, as part of the determination to merge qualitative and quantitative methods, the employment of factor and component analysis will also be used. Meanwhile, the investigative system of the present study also necessitates using various methods. The general principles of the analysis of the data rely on the fact that interviews are attempts to reconstruct reality (Duff, 2007; see section 3.4.4. b). The analysis of students’ beliefs about motivation is done by relying on a set of categories and tendencies exhibited by the data. The table in Appendix 7 shows the qualitative data analysis devices and methods and the corresponding research questions.

5.3.6. The motivated student’s profile

The description of a motivated student shows whether interest and SE are related to the learners’ socio-cultural dimension. This answers the first sub-research question using the interview data. Respondents were requested to use adjectives to describe an Omani student motivated to learn English. However, they employed various parts of speech and different constructions to portray the motivated student. These linguistic devices include: adjectives, verbs, and nouns/noun phrases. Also, they quite often relied on a
number of other types of discourse that included the use of proverbs, anecdotes, and personal experience. In fact, all the phrases were categorized according to: their frequency - representing the main constructs identified, the word class, or the type of discourse employed.

a. Analysis of the Phrases Employed

Table 21, below, summarizes the number of respondents using phrases that refer to description of motivated students. These descriptions were classified into categories. All the adjectives used to describe a motivated student were classified as representing aspects of personality, performance or environment. ‘[H]ard working’ and ‘distinguished’ are examples of the adjectives which represent aspects of personality (the figures between parentheses indicate the number of times these adjectives were encountered in the data). Adjectives like ‘well organised’ and ‘isn’t late’ reflect aspects of performance. Living in ‘an urban’ environment and having people ‘who help him’ are phrases used to characterise the environment of a motivated student.

Along with this classification, students’ answers to the first interview question were examined on the basis of how far they reflect aspects of interest, SE and the social effects. The sentences employ verbs ‘to be’ or ‘to have’ as a basic structure. The tables in Appendix 8 examine the noun phrases functioning as objects and complements in these sentences. These nouns and noun phrases are directly associated with the categories of interest, SE and social effects (e.g. ‘readiness’, ‘self-confidence’, ‘nobody can change his ideas). These three categories also correspond to three major classes that represent the content of the data. Hence, motivation is categorised as an aspect of interest, SE and social effects. Meanwhile, it is also classified as being a trait of personality, performance or environment. While categories represent conceptual associations with what the phrases and words (adjectives, nouns, etc.) refer to, classes are higher abstract orders. The use of classes shows how motivation is defined in terms of what the person is (personality), does (performance) or receives as influence (environment). Hence, the organisation employs immediate interpretation of the descriptions (categories) and their broader classification (classes).
Thus, Appendixes 8 and 9 display detailed tables with all the phrases used in the interviews and their corresponding classes and categories. In fact, viewing motivation as a personality trait is overwhelmingly present in the description, representing 105 cases of the phrases describing a motivated student. These descriptions also range from an innate readiness to study (e.g. ‘has more readiness for studying’) or a love of English (e.g. ‘loves this language’, used 53 times) to having a high level of confidence (‘has a high self confidence’).

In terms of gender differences, males tend to view motivation as an aspect of personality that depends largely on the type of personality the student has (Table 21). Only 45 female cases supported the personality account, in contrast with 60 male cases. The performance category is supported by 68 total occurrences equally divided between males and females. This indicates that the students’ conduct indicating dedication is an aspect of motivation to learn English. However, there is a large discrepancy among the two genders regarding the importance of environmental features in describing a student motivated to learn English. Whereas 18 male students supported the environmental (social, etc.) aspects, only 8 females used this feature to portray the Omani student motivated to learn English (Figure 15). Nevertheless, this categorization doesn’t clearly enable us to see the underlying significance of these descriptions.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>NUMBER OF CASES</th>
<th>CASES APPLYING TO</th>
<th>OTHER CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Personality</td>
<td>105</td>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td>Performance</td>
<td>68</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Environment</td>
<td>26</td>
<td>18</td>
<td>8</td>
</tr>
</tbody>
</table>

*Key: T= Total, M= Males, F= Females.

Table 21: the categories used in the definition of a motivated student with the number of cases applying to each class and category.
As table 21 shows, the phrases describing Omani students motivated to learn English represent the different incentives to engage in this activity. The three main categories are: interest, SE and social factors. There are also a number of other less significant factors which are grouped under ‘other factors’ due to their lower frequency in the data. The most prominent factor expressed in the students’ descriptions is interest, which was expressed in 142 phrases.

The gender differences regarding the importance of interest as an aspect of motivation is not very significant, scoring 75 and 67 for males and females, respectively. Meanwhile, the discrepancy among both genders is larger in the confidence/efficacy category. Among the 26 phrases expressing the role of this class, only 7 females used confidence/efficacy descriptions. As for the next important category, social influence is expressed in 19 descriptions and mostly represented by male interviewees in 12 phrases. The other categories all together were conveyed in eleven phrases only. These categories are: equipment, mental capacities, goal-related, engagement/determination.

![Figure 15: The role of environmental factors in motivation according to gender.]

b. Adjectives

Although the interview question asks students to use adjectives to sketch a motivated student’s profile, the total number of adjectives employed didn’t exceed 42 for all the 29 interviewees. These adjectives can be classified as being general, or specific; denoting either interest or SE significances (Table 22). Whereas male students basically relied on general adjectives, female subjects tended to employ a larger number of more specific adjectives. Among the twenty eight adjectives used by females, only thirteen have general meanings. Adjectives designating confidence and SE and those indicating interest in learning English scored 6 and 9, respectively. Meanwhile, only 3 adjectives
representing confidence and efficacy and 3 others referring to interest were employed by male subjects. Adjectives like: ‘eager’, ‘active’, ‘interesting’ and ‘ambitious’ directly express the idea on interest in the language subject matter. Also, the use of ‘strong’, ‘confident’ and ‘audacious’ indicates a direct relevance to confidence and efficacy ideas. Although the adjectives are varied, they all indicate positive meanings that show the importance of learning English in their mentalities.

Meanwhile, even the adjectives classified as having a general meaning can be considered to be invoking a meaning in relation either to interest or SE. For this purpose, a new class of ‘showing interest and or SE’ is used to further classify the adjectives earlier considered of a general meaning. Hence, adjectives like ‘hard working’, ‘not lazy’ ‘patient’ and ‘never late’ entail having a certain kind of interest in learning English. Being ‘hard working’ and ‘never late’, for example, involve being interested in the course (subject interest). In the meantime, feeling ‘distinguished’ indicates a level of confidence in the capacities. Therefore, only adjectives indicating physical characteristics don’t seem to show a direct relevance to the two main aspects of motivation notably, interest and SE. Adjectives that include: ‘smiling’, ‘good looking’, ‘not very tall’, and ‘brown skinned’ are probably indicative of the features of particular individuals whom the subjects know in person rather than representing common characteristics motivated students share.
The verbs employed in the descriptions provided by students are also significant in defining what a motivated student means to these subjects. All these verbs employed were found to be referring either to willingness/interest, to confidence/efficacy ideas, or to a general category that expresses: activity, status and attempts. Table 23 below shows the number of verbs employed under each category and their frequency of occurrence.

### Table 23: Categories of verbs

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>ADJECTIVES (MALES)</th>
<th>ADJECTIVES (FEMALES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Traits</td>
<td>physical characteristics</td>
<td>good looking (1), smiling (1)</td>
</tr>
<tr>
<td>Implying Interest and or Self-efficacy</td>
<td>Hard working (6), modern (1), good (1), not sad (1), not lazy (2), not angry (1), patient (1), intelligent (1), accurate (1), never late (1), educated (1), organised (1).</td>
<td>Hard working (4), distinguished (5), different (3), not arrogant (1), modest (1), modern (1), extrovert (1), open-minded (1), innovative (1), diligent, (1), organised (1), decent (1), sensitive (1).</td>
</tr>
<tr>
<td>Confidence/ Self-efficacy</td>
<td>Strong (1), proud (1), successful (1)</td>
<td>Able (1), confident (3), strong (1), audacious (1).</td>
</tr>
<tr>
<td>Directly Invoking Interest</td>
<td>Interested (4), Internally driven (1), cheerful (1)</td>
<td>Internally driven (1), interested (4), enthusiastic (1), ambitious (3), active (1), eager (1), willing (1), serious (1).</td>
</tr>
</tbody>
</table>

**c. Categories of verbs**

The verbs employed in the descriptions provided by students are also significant in defining what a motivated student means to these subjects. All these verbs employed were found to be referring either to willingness/interest, to confidence/efficacy ideas, or to a general category that expresses: activity, status and attempts. Table 23 below shows the number of verbs employed under each category and their frequency of occurrence.

<p>| Interest and Exhibiting devotedness and General |</p>
<table>
<thead>
<tr>
<th>Verbs</th>
<th>Number of cases</th>
<th>Verbs</th>
<th>Number of cases</th>
<th>Verbs</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like</td>
<td>18</td>
<td>Be able (to learn)</td>
<td>2</td>
<td>To be</td>
<td>28</td>
</tr>
<tr>
<td>Love</td>
<td>6</td>
<td>understand</td>
<td>1</td>
<td>Practise</td>
<td>2</td>
</tr>
<tr>
<td>Want</td>
<td>14</td>
<td>Trust</td>
<td>1</td>
<td>Have</td>
<td>25</td>
</tr>
<tr>
<td>Prefer</td>
<td>1</td>
<td>Surrender + not</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accept</td>
<td>1</td>
<td>Tell (himself it is possible…)</td>
<td>1</td>
<td>Try</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Devote</td>
<td>2</td>
<td>Revise</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trust</td>
<td>1</td>
<td>Accept</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enquire</td>
<td>1</td>
<td>Follow / follow + not</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prevent + not</td>
<td>1</td>
<td>influence</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benefit</td>
<td>1</td>
<td>read</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage</td>
<td>2</td>
<td>use</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Talk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>practise</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>think</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>make</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 23: Categories of verbs.
The importance of interest and SE was also exhibited in the verbs chosen to portray an Omani student motivated to learn English. Verbs like ‘love’, ‘want’, ‘like’, and ‘prefer’ were used to express the motivated student’s preference and willingness to engage into activities that show interest in learning English. For example, the verbs ‘like’ and ‘love’ preceded -very often- ‘English’, ‘this language’, ‘to talk in English’, or ‘to be in an environment where English is spoken’. The verb to love was also used in similar circumstances denoting interest in English and in learning it, such as ‘love’ of ‘English’ and ‘this language’. The most frequently used verbs denoting willingness and interest were: ‘want’ and ‘love’.

However, verbs denoting confidence/efficacy beliefs were larger in number, but less frequent, compared to those indicating interest. Their list included: ‘not surrender’, trust’, encourage’, and ‘be able to’. There tends to be no remarkable gender discrepancy regarding the use of these verbs.

However, the category grouping other verbs, labelled as ‘denoting status, activity and attempts’ had the most number of verbs and the two highest frequencies, notably the verbs ‘to be’ and ‘to have’ 28 and 25, respectively. Verbs like: ‘make’, ‘read’, ‘revise’, and ‘use’ express the activities performed by those who have a motivation to learn English. Also, ‘follow/not’ expresses the effects of external sources on the subjects. In these phrases it was stressed that a motivated student doesn’t follow ‘bad friends’, ‘what others say’ or that he ‘should follow his ideas’. Nonetheless, this emphasis on the non-liability of a motivated student to negative social influence was only expressed by male students. In fact, the female respondents did not use the verb ‘to follow’ at all. Also the passive form of the verb ‘influence’ was used by a male respondent to exclude the effects of other factors: ‘shouldn’t be influenced by marks and grades’. Although some verbs were not directly indicative of the inclusion of interest and SE in the definition of a motivated student, the way other verbs explicitly did, a further analysis of the phrases shows a regular indisputable relevance to these categories.

d. Phrases Following the Verbs ‘to be’ and ‘to have’

Unlike other verbs, ‘to be’ and ‘to have’ may not directly relate to the concepts of interest and SE. However, the phrases in which they were employed frequently denote
interest concepts, efficacy beliefs as well as environmental influence. As shown by tables 1 and 2 (Appendix 9), the grammatical constructions in which they appear are of the type: [Subject] + Verb (be/have) + object/complement. In fact, the contents of these phrases apply either to performance, personality or environment. The following table (Table 24) indicates the frequency and significance of the concepts among students of both genders.

<table>
<thead>
<tr>
<th>Significance</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>Confidence/efficacy</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Social influence</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Goal-related</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Distinctiveness</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Facilities</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mental capacities</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Table 24: The significance of the phrases following verbs ‘to be’ and ‘to have’.

e. Nouns/noun phrases and their significance

The way a motivated student is portrayed in the students’ definitions shows much relevance to the main constructs of motivation identified by the study. In fact, the concepts of interest and SE are revealed in the nouns and noun phrases employed. The significance of the students’ use of specific nouns and noun phrases reveals the importance of these concepts as well as that of social influence in their context. The table in Appendix 10 clearly indicates the frequent existence of these concepts. The fact that interest and confidence/efficacy beliefs are the most recurring in the table supports the relevance of these concepts in the respondents’ socio-cultural context. Nouns and noun phrases denoting SE, e.g. ‘confidence’ (F11-6 and M10-3), are significantly used to define motivation in to learn English. Also, the recurrent use of nouns like
‘ambition’ (e.g. F8-3 and F11-6) reveals the concept of interest in the definition of motivation. This is more likely to be an aspect of the collective mentality of these students and their social context.

f. **Rhetorical devices**

In their attempt to answer the question about the definition of a motivated student, the subjects used some rhetorical devices that show the significance of interest and SE. These rhetorical devices were essentially employed to support an argument or to clarify a point. The main devices employed essentially include the use of anecdotes, personal experience, and proverbs and sayings (Appendix 11). The content tends to be simplistic and straightforward. Practically, the anecdotes mainly serve as examples of authentic cases with the central character being a close relative (e.g. father, brother) of the subject narrating it. The main objective is to support an argument, generally representing a favourable attitude towards learning English. The anecdote presented by F11-5 (Appendix 11) is a good example of how some workers’ interest in English was behind success in their career: ‘my father was a colleague of theirs but because they learned English they are in a higher position now’ (F11-5). The moral is then easily identified by the listener and the father’s implicit regret not to be among the employees who learned English is used to intensify the significance of not missing the occasion to learn English. An Arabic proverb (*He who seeks knowledge spends nights working hard*) given by M11-4 is intended to emphasise devotedness to seeking knowledge as a cultural value of the society and support a relevant argument. Meanwhile, the subject’s personal experience (F9-2) serves as a justification for her low level in English. More importantly, this explains the fact that the surrounding social environment influences their interest in English. It’s because people around her didn’t speak English that she found difficulties. The same idea is stressed by M9-4 in considering that being in Muscat has a constructive role in creating interest in learning English. The social environment in interior regions is, on the contrary, considered discouraging. M9-2 explains that …*if he is from an anterior region like Nizwa and Samayel uh it’s difficult for him.* Although the role of this question was to portray a motivated student, it partly defined learning English. The main devices identified in the first interview question are shown in Appendixes 8 and 9.
5.3.7. Reasons for liking/disliking English

The engagement of the people in this socio-cultural context in learning English has its main recognized motives in the community belief system. Hence, the interview question aims at finding out these essential motives behind the expressed liking or disliking of English. This question also attempts to answer the two sub-research questions (of the first key research question). The engagement in learning this language is another issue which further reveals logistic reasons as well as belief-related motives. Therefore, this interview question addresses the socio-cultural dimension of the students’ motivation, often outside the context of formal learning. Although the difference between liking English and wanting to study it was sometimes quite ambiguous, the reasons provided give much insight into the motives and their interactions.

The main reasons for liking English are presented in the table in Appendix 12. This table also indicates the main categories of reasons in the respondents’ socio-cultural context. If we go by the number cases and arguments, the ones which account for the popular reasons for liking English will be: ‘getting a job’ and the ‘importance of English’. If we consider the pragmatic aspect of the importance of English from the reasons provided, both reasons seem to support utilitarian motives for the love of English. Getting a good job accounts for 27 arguments and is explicitly supported by 16 students (more than 55% of the subjects). Nearly equally significant is the importance of English for the subjects. Seventeen of the interviewed individuals agreed on the fact that English is important. Although this category had the highest number of cases, the degree and the kind of importance can radically differ from one person to another. The recurrent assertion that English is ‘the language of this age/era’ (F10-2, F11-5, F11-6, M9-3) reveals not only its exaggerated importance for these people, but also the functional utility it pragmatically underlies in the minds of those who love it. So, it is important not for the cultural and scientific content it may provide for intellectuals or for the diversity of information it adds to the subjects. Nor does its importance imply openness on a different world. There are rather vague expressions like: ‘…everything comes in English.’ (F11-5), ‘any place, any job needs English.’ (M10-2), ‘The only requirement now in the whole world is English.’ (M10-2), ‘it’s the
language of the world now.’ (M10-6), English is in ‘everything’ (F11-4, M10-6) and
‘everywhere’ (M11-1), ‘the whole world speaks English’ (M9-2). Other adjectives like
‘essential’ (M11-4, M9-4), ‘useful’, (M9-4) were also recurrent.

This absolute importance reflects in fact a sense of an overwhelming feeling of
amazement that constructs the inaccurate views of the mass. From the answers given in
this category, the importance of English in this context is in reality essentially confined
to a number of purposes that include getting a job (e.g. M10-2). Hence, the
exaggerations frequently used, like: ‘everywhere’, ‘everything’, ‘the only requirement’,
etc., are only aspects of astonishment, very much similar to the use of undefined
expressions of this kind: ‘this age’, globalization’, ‘life requirement’ etc. The idea that
getting a good job requires English is not so simplistic if we consider the country’s
political and economic orientations as well as the English speaking Asian work force
operating in the main economic sectors. Companies tend to favour fluent English
speakers in order to assure that effective communication is maintained both inside and
outside the country. With the introduction of English as the medium of instruction in
most colleges, people got the impression that this language is getting an unprecedented
momentum. This, in turn, made some overstatements and misunderstandings
justifiable.

The other less popular categories, including: for the sake of English/getting good
education, travelling, openness and knowing about cultures, social relations, and
communicating with other people also show aspects of utilitarian views about English.
If people in Oman like English for communicating and travelling, the purpose of the
latter is usually pragmatic; being either to study or to look for a medical treatment.
Meanwhile, the reason why some people like English is quite often related to the effects
of social relations. Family members, essentially parents, are believed to play the role of
‘models’ (F10-1), provide encouragement (F11-2), and urge ‘the kids to love’ this
language (M11-1) and ‘to study it’ (M11-3). Interest and success in studying English is
also guaranteed for those whose ‘parents speak English’ (M11-3). In total, this single-
reason category received 11 arguments and was explicitly supported by 9 subjects
(31%). The fact that this issue is evoked and supported by all these arguments reveals
the effects of social relations on the motivation to learn English. From another angle,
the effects on motivation are specifically stated. Parents influence their children’s interest (F10-4) and determine what’s important for them (F11-1) because they provide encouragement to build a system of what’s agreeable. Encouragement is not only an aspect of creating interest, but also a means of increasing confidence in the person’s capacities (M11-3). ‘Other people’ also influence individuals either by providing advice or by imitation (F11-5). Therefore, the two aspects identified as being the most significant for motivation in this socio-cultural context, notably interest and SE, are also being emphasised as reasons for liking English. The reason ‘for the sake of English/getting good education’ was supported by male students only.

The next less important class of categories comprises success and social status, cultural and religious reasons, encouragement, the educational system, and studying abroad or in Oman. The number of cases and arguments that support these categories ranges between 5 and 7. However, only 3 subjects (nearly 10%) believe that cultural and religious reasons could be behind liking English. This means that either there aren’t any justifications from this background, or that they remain unconvincing. The three citations mentioned by M10-2 leave no doubt that the religious rationale is in favour of liking other languages and learning them. Likewise, the cultural background is also supportive of modernity (F11-5) and the need to cope with the ‘age’ requirements (M10-2). The success and social status category indicates that English is viewed as a source of high esteem in the Omani society (F11-4, F11-6) and represents an aspect of uniqueness in this community (F11-6). On the other hand, it was agreed that private schools and the educational system in which English is taught from early age make kids like this language (F10-4, F11-3, M11-1, and M9-1). Meanwhile, there was a quite significant consensus among some subjects that encouragement, either from the family (F10-1, F11-2, F11-6, and M11-1) or the teacher (F11-4) creates interest in the language. This seems to support the already established theoretical relationship between interest and efficacy beliefs (Section 2.5.2.c)

Having willingness and confidence, achieving progress/change and the teacher are the least popular categories of reasons. Belief in success, strong will and positive thinking are stressed as aspects of efficacy beliefs creating interest in English. Meanwhile, the
interaction between interest and SE beliefs is again evoked. In effect, believing in the individual’s high capacities creates interest in the subject (F11-6).

At the same time, interest is raised when English is considered a development factor for both the individual and the community (F11-5, F9-2). However, the teacher is also directly responsible for creating interest in English (F10-4, F11-4), which can be achieved by providing guidance (F11-4). The low number of people supporting this argument is essentially due to the general nature of the question which was intended to eliminate learning-specific factors by focusing on liking English rather than on wanting to learn it. Also, the significance of teachers as reasons of showing interest in English was uniquely maintained by female students. Again, the main focus of the question could be a reason for this.

In order to better understand the significance of the reasons for liking English, there is a new classification of the categories into larger classes of closer related reasons. The new classification takes into account the research variables in question and the way some reasons can be grouped together according to content. The utilitarian aspect, discussed above, for example, gathers a number of pragmatic reasons. In the chart below (Figure 14), highly utilitarian reasons and social influence account for the most popular reason. In fact 55% of students support these reasons. Although travel and communication can also be utilitarian, the rather vague statements (F9-1, F9-3, M11-3, M9-4) make it irrelevant to consider the whole category as being highly utilitarian. This chart (Figure 14) clearly shows that the two main reasons for learning English are either utilitarian or of social origin. Whereas the latter reflects the importance of social relations in determining the interest in learning English, the former reveals the sociocultural context which favours utilitarian and immediate benefits.

This seems to be in harmony with the ideas discussed in the Literature Review Chapter. Ibn Khaldoun (1958) believes that endeavours like seeking knowledge are of a secondary importance, compared to the provision of necessities. Escaping engagement in difficult tasks that do not offer instant and tangible rewards -like learning a foreign language- is also another aspect of Bedouin life (Inayatulklah, 1963: 134). Therefore, the pursuit of immediate and utilitarian gains (jobs, etc.) seems quite reasonable in this case. In addition, the weight of the social influence, as shown in this chart, is also
relevant to the respondents’ socio-cultural context. Conformity, as an aspect of social
solidarity, makes the community’s system of values stronger and more collective (ibid).
It’s also worth noting here that the main two classes operate as reasons and influences.
Whereas, the reasons provided a rationale for liking the language, ‘influence’ explains
the role of social manipulation in formulating interests. Hence, interest is an aspect of
the expected gains and influence effects. Explicitly, interest is, psychologically, a
personality trait and socially, a developmental construct (See section 2.5.2.d).

Figure 16: Classification of the reasons why people like English (percentages of students supporting
these reasons).
5.3.8. Reasons for wanting to learn English

Asking students about the reasons for wanting to learn English helps determine the socio-cultural aspects of the students’ motivation without eliminating the English language learning factors. Wanting to learn English refers to the incentives behind the engagement (sub-research question 2). It also shows the facilities and logistic-related factors which can prevent them from learning this language. However, they are different from what can make him/her like the language itself or dislike it. Besides, liking is the psychological dimension of interest which refers to a personal disposition, whereas interest is the social and psychological altogether.

Table 2 (Appendix 12) summarizes the reasons provided according to their relevance, either to interest or to SE. The reasons given don’t necessarily provide a rationale for something done or an excuse for being engaged in a certain task. This is the way it would look if the question was: ‘Why do you learn English?’ The reasons given represent causes for being interested in it, general causes referring to the status of English, and efficacy beliefs leading to this willingness. However, the question about the reasons why people want to learn English seems to apply directly to what makes them interested in learning English rather than possibly including SE beliefs or more general causes.

The majority of the reasons provided apply to interest. This category of reasons includes a list of goals that underlie the interest in wanting to learn English. The literature review section on interest (‘d’ in section 2.5.2) provides a rationale why they are referred to as interests rather than goals. In fact both interest and goal theories seem refer to the same concept, but with different terms. Interest is in relation with the set of goals of the individual (Renninger et al., 1998). Getting a job (F10-1, F10-4, F10-5, F11-1, etc.) is in fact part of the people’s goal system which is expressed in terms of a number of interests that are in agreement with the main goals pursued.

In their totality, the characteristics of interest refer to one of the three categories discussed in the literature review section. The interest in getting a job or finding a good one with a high salary is highly popular and accounts for around 15 of the reasons expressed in the category of interest (Appendix 12). Krapp (2002a) argues that a high
interest in a particular object results in a high readiness to learn about it. This characteristic reveals the importance of this category of reasons. It also indicates that a high interest in English actuality means a high motivation to engage in learning it. Hence, the concepts underlying motivation are in fact partially expressed in terms of interest characteristics. Interest precisely conveys what in this case is generally referred to as ‘motivation’. Hence, such contextual and socio-cultural view of motivation is more relevant and authentic than general notions. Other reasons of interest essentially include: the availability of encouragement, getting the respect of people, English is the language of many TV channels, communicating with others, and improving oneself.

Although the category of SE is not directly invoked in the question, a considerable number of respondents - around 5- expressed ideas that dealt with this concept. This was expressed by the students as feelings of efficacy (M9-4, F11-6, F10-1) that explain why people want to learn English. Ideas about the role of encouragement in making people have more SE beliefs were also stated (F10-1, M10-4, F11-6). All these reasons reveal that motivation as a general concept is far from being able to indicate the various interacting factors or conceptualisations underlying the interest and engagement in a particular task. Like interest, SE is the most significant component of people’s view of ‘motivation’ in this socio-cultural context.

Nonetheless, there is a third category of reasons why people want to learn English. These reasons are general causes that essentially refer to the importance of this language. Essentially, English was viewed as ‘the language of this age’ (M10-2, M10-3, F11-2) and an important language (M11-3) used all over the world (M9-1, M11-1). However, these statements explaining the importance of English do not represent real motives, but possibly host some utilitarian uses of this language. If it is important, all possibilities to make use of it remain probable. Being the language of this age makes it liable to exploitation from individuals who can integrate it within their goal systems and interest objects. For a more detailed and precise account of how motivation is precisely defined within the socio-cultural context of the study, it is now necessary to analyse how motivation is explicitly defined as a concept.
5.3.9. Definition of motivation to learn English as an L2

Motivation is a general term which explains the engagement in a particular task and the motives behind it. The contextual definition of motivation is different from its dictionary meaning. People define it according to what it refers to in their socio-cultural contexts and provide a better explanation of the forces behind. The definitions provided therefore reflect a contextual description of the concept (Appendix 10).

This section analyses the data relevant to question 1.2.1 (Appendix 7) in order to further answer the two sub-research questions (The first key-research question). The definitions given were categorised according to the nature, origin, aims, roles, requirements and manifestations of the concept of motivation. This thematic classification will now be employed to identify the relevance of the answers given to the main aspects of motivation adopted by this study. The category of requirements obviously shows the high number of the prerequisites that agree on the need for SE beliefs. Four out of the 6 categories evoke SE beliefs as conditions to the motivation to learn English. The terms employed to designate SE include: ‘self-confidence’ and ‘strong personality’. The role of social relations on motivation was also unexpectedly stressed (e.g. F11-6). The strong personality was essential to control ‘external influence’.

Both aims and roles directly address the interests behind learning English. The aims are generally personal goals and interests. The roles mentioned group interests in learning English and the roles this language plays at the individual level in achieving a number of dreams and ambitions. However, the enthusiasm has made one respondent exaggerate the role of this language by stating that ‘we need it to live’ (M9-1). This apparently underlies a simplistic and magnified view of the role English can play in the lives of its learners.

In defining English from its manifestations, the subjects employed 9 statements that support SE, compared to 6 statements in favour of interest. The former was evoked through the concepts of confidence (F11-6), perceived ability (F10-3), and the assessment of capability to learn English through comparison and others’ evaluation
On the other hand, interest is referred to as ‘willingness’, ‘love’ ‘liking’ and ‘interest’ (e.g. M9-1, F9-3).

The definition of motivation to learn English by nature reveals an emphasis on the dimension of interest. A whole array of terms denoting interest was used to show the importance of this concept. The term ‘interest’ itself - and its derivations - was explicitly employed 12 times in this category only. Other terms synonymous of ‘interest’ including, ‘willingness’, ‘liking’, ‘determination’, ‘love’, ‘attract’, ‘readiness’, ‘strong will’, and ‘goal’, as well as others referring to it, were also largely mentioned to portray the nature of motivation. The effects of social influence were also mentioned. It was acknowledged that motivation is instinctively influenced by friends, family relations (M10-4) and other social forces (M10-3, F9-2, F10-2).

In their attempt to define motivation by essence and origin, the subjects largely used interest-related concepts. This indicates the large importance of this parameter in the construction of the general concept in their collective thinking. Hence, motivation is an individual (F10-1) psychological (F10-5, F11-4, F11-6, etc.) construct characterised by love, willingness and interest. SE and encouragement were also part of the essence/origin of motivation to learn English (F11-3).

From the analysis of the subjects’ attempts to define motivation to learn English, the remarkable existence of the concepts of interest and SE as representing motivation in these students’ socio-cultural background seems unquestionable. The use of direct terms underlying these concepts clearly shows that motivation is understood as exclusively representing interest and SE and being liable to social influence.

5.3.10. Interim summary

The analysis of data reveals that interest and SE relate to the socio-cultural dimension of the Omani students. In order to answer the first research question, both qualitative and quantitative data were analysed using qualitative and quantitative tools. Statistical tests, percentages and content analyses were used for this purpose. The two main factors - interest and SE - represent English as L2 learning motivational orientations of Omani students. They are clearly shown in the motivated student’s profile as well as in the
reasons why people like or don’t like English. A careful analysis of certain phrases, categories of verbs, phrases following verbs ‘to be’ and ‘to have’, nouns/noun phrases, and the rhetorical devices used exhibits interest and SE notions representing the concept of motivation to learn English in Oman. However, social influence was also shown to be effectively influential on motivation to learn English in Oman. The analysis of the classes of reasons for liking and disliking English in Oman clearly indicates that interest and SE are among the most prominent factors. Social influence was also the most important among all the reasons. The analyses performed demonstrate that interest and SE account for Omani students’ motivation to learn English as L2.

5.4. The second key research question

In order to answer the second research question, both questionnaire and interview data were employed. The confirmation provided by Section 8 of the questionnaire and the open-ended question is further analysed using four main interview questions (Appendix 7). Hence the qualitative data analysis covers the following categories: the role of social relations, the types of influence, the desired influence and how influence is enacted.

5.4.1. The role of social relations

There are remarkably significant correlations between social relations and the other variables. Social relations highly correlate with all the 6 motivation dimensions. The highest correlations social relations have are with Intrinsic/Extrinsic (0.257) and Integrative/Instrumental (0.257) types of motivation. However, their correlations with interest and SE are not much lower. They remain highly significant. As shown in the graphs below (Figures 17 and 18), the trends of the relationship between these two dimensions and social relations are also significant.
Figure 17: Interest and social relations

Figure 18: Self-efficacy and the social relations

5.4.2. Effects of social relations on students’ motivation

The question why people like English directly addresses the general reasons of interest in English. Meanwhile, asking about those who don’t like English tries to reveal what in their contexts would have made them not show interest in it. These reasons are either causes to which outcomes and circumstances are attributed or influences underlying existing dynamic agents. Regardless of the nature of the reasons presented, the cause can be a lack of materials. But, an influence normally usually refers to an agent. This classification serves two main purposes: identifying the potential role of social relations and determining the effects of contextual factors. The following classification shows the reasons -in terms of causes and influences- why people in Oman don’t like English:
<table>
<thead>
<tr>
<th>Influences</th>
<th>Classes</th>
<th>Subjects</th>
<th>Number of subjects and percentage</th>
<th>Number of arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>F10-1, F10-3, F10-5, F11-3, F11-6, M10-3, M11-1</td>
<td>7 (24%)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Social influence</td>
<td>F10-1, F10-5, F11-1, F11-2, F11-6, M10-3, M11-2, M11-4, M9-1</td>
<td>9 (31%)</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Lack of encouragement</td>
<td>F10-1, F10-5, F9-3, M11-3, M11-4</td>
<td>5 (17%)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>F10-3, F10-4, F10-5, F11-6, F9-1, M10-6, M11-1, M11-2, M11-4</td>
<td>9 (31%)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Culture threat and religious ideas</td>
<td>F10-2, F10-3, F10-5, F11-4, F11-5, F11-6, F9-1, F9-2, M10-3, M10-4, M9-4.</td>
<td>11 (37%)</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>41</td>
<td>65</td>
</tr>
<tr>
<td>Causes</td>
<td>Codes</td>
<td>Count (Percentage)</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Lack of facilities, willingness and learning capacities</td>
<td>F10-1, F10-2, F11-5, F10-4, F11-1, F11-5, F9-3, M10-4, M10-5, M11-3, M11-4, M9-1, M9-2, M9-3, M9-4, M9-5, M10-6, M11-1, M11-2</td>
<td>16 (55%)</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Education system and learning habits</td>
<td>F10-1, M10-6, M11-1, M11-2</td>
<td>4 (13%)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>incentives, personality, unawareness, and narrow-mindedness</td>
<td>F10-1, F10-2, F10-3, F10-5, F11-2, F11-4, F11-6, F9-1, F9-2, F9-3, M10-1, M10-2, M10-3, M10-4, M10-5, M9-4, M11-4</td>
<td>17 (58%)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>37</td>
<td>71</td>
<td></td>
</tr>
</tbody>
</table>

Table 25: causes and sources of influence.
Table 25 shows nearly equal numbers of subjects and arguments between causes and influences. The similarity in both ranges is due to the importance of negative arguments provided by causes and influences. However, if we compare each cause with the total weight of effect of social relations (family, social influence, lack of encouragement and teachers) to that of any singular cause, we discover the incomparable effects of the latter on influencing individuals. Meanwhile, the most significant influences are attributed to ‘cultural and religious ideas’ and, to a quite lower extent, to the teacher. The latter is part of the students’ social relations and can obviously play a negative role.

However, if we compare the effects of social influences (teachers, lack of encouragement, society, family and cultural and religious ideas), the number of cases and arguments supporting the negative influence on not liking is much higher than that on liking. This entails that a stronger manipulation is exerted in order to produce a negative effect. Sixty five negative arguments were used to give reasons from social influence that make people don’t like English. The social forces and attitudes manipulating people not to like English outnumber those trying to make them like it (Appendix 12). The effects of the education system were quite moderate in both cases. We can also notice the importance of the first and last categories of causes, notably lack of facilities, willingness and learning capacities, from the one hand, and incentives, personality, unawareness and narrow-mindedness, from the other. In fact, there was a considerable emphasis on these two categories of causes. The lack of facilities, in particular, was defended by some respondents (F10-4, F9-3, M9-2, M9-4, M9-5). Nevertheless, learning capacities were considered more significant and the words ‘difficult’ and ‘difficulties’ were repeatedly employed to describe learning English (F11-5, F10-4, F11-5, M10-4, M11-3, M11-4, M9-1, M9-4, M9-5). This factor reveals students’ evaluation of capabilities and efficacy beliefs.

Although the lack of encouragement received the lowest number of arguments, it suggests the importance of support and confidence issues. Encouragement is believed to help intimidated girls (F10-1) and provide support (M11-4, M11-3, M9-3, F10-5, M10-1). Teachers are also a source of creating interest in the language (e.g. F9-1, F10-5, F10-4, M11-2, etc.). Like other social relations, teachers have an explicit role in influencing students’ motivation.
5.4.3. Social influence

Although the results discussed (Section 5.3.2) account for the role of social relations, respondents may sometimes refuse some statements that underlie others’ influence on them. In the questionnaire data, the idea of the influence of others on a student was in many cases rejected, based on the belief that the student has a strong personality and confidence in him/herself. Item 6 in section 8 of the questionnaire (Appendix 2), for example, might be understood as a lack of self confidence. It was considered that not providing a straightforward answer recognizing the effects of friends, neighbours and classmates should not lead to the conclusion that the effects of these people were insignificant. While only 41.1% either moderately or strongly agreed to the statement, 47.5% chose the disagreement alternative.

However, the ‘agree’ and ‘strongly agree’ alternatives altogether account for 80.2% of the total scores belonging to item 7: ‘I often talk about school life and learning English with my friends, parents, neighbours and relatives, and this affects my confidence to learn this language’. This indicates recognition that social relations influence their confidence. Yet, only 13.3% expressed disagreement with this statement. This preliminary view shows that the significance of social relations is acknowledged in the questionnaire data.

Instances of social influence have also been constantly noticed in the interviews. In fact, answers to the interview question which directly addresses these influences make this extensively remarkable. This question addressing the likelihood of influence also tackles the types and the aspects of social influence on the students’ motivation to learn English. It also reveals their effects on students’ motivation. Agents of social influence produce different types and aspects (Appendix 13). These aspects of influence reflect not only the sources of these outcomes, but also provide an explanation of the effects produced on the respondents’ motivation. The type of influence can be huge or negligent. Meanwhile, its aspects can be help and encouragement. But, its effects will be measured in their influence on the motivation constructs, namely interest and SE.
a. Types of influence and the role of significant others

In order to address the first and second sub-research questions, the data relevant to the interview questions 2.1.1 and 2.2.1 will be analysed (Appendix 7). There was a general consent among respondents that the influence is of a behavioural origin, and most often of a verbal nature (Appendix 14). The influence enacted through verbal statements seems to be very influential when they originate from a significant one. The agents of influence are: parents, family, relatives, friends, teachers and people (other people). The extent of influence of each agent is often due to the degree of closeness with the subject.

The following charts (Figures 19 and 20) show the sources of effects and gender differences:

![Sources of Influence](image)

Figure 19: sources of influence on students’ motivation to learn English.
Figure 20: social influence for male and female students.

Four quite proportionate sectors represent the main sources of influence: teachers (27), parents (26), friends (25) and family (23). Relatives outside the family scope are far less important than teachers (Figure 18). This significantly high influence of teachers reflects their role in the educational system. Regarding gender differences, there aren’t any major discrepancies, except for family influence. Families seem to have more influence on girls than on boys. Friends are, however, more important for boys.

Parents’ influence on students’ motivation to learn English was expressed by 26 respondents. This high number of respondents reveals the extent to which the role of parents determines motivation outcome. Their influence was characterized as being ‘stronger’ [than other sources of influence] (M10-1), in ‘first position’ [of importance] (M10-3), ‘great’ (M11-1), ‘more’ [influence] (M9-4), ‘positive’ (M10-1, M9-2) or sometimes ‘negative’ (M9-2, F11-1). Their influence is also viewed as being ‘less influential than teachers’ (F9-2). The gender outline shows that male respondents tend to emphasise the strength of the influence of parents. This was often supported by the necessities (private tuition courses, etc.) and encouragement they provide (M10-1, M10-
However, a considerable number of females (12) also supported the influence of parents on their motivation.

The second source of influence is expected from the family. ‘[F]amily’ in Oman can refer to the extended family where the grandfather and grandson, uncle and niece may share the same home. However, this extended family structure is fading, and the nucleus family comprising parents and children is more prevailing in most households. However, the existence of polygamy makes it possible for two wives of the same husband to share the same house and be considered part of one family. Members of the family are considered ‘important’ (M11-4) and influential (F9-2, F11-2). Although the family influence has not been widely compared to other agents, it seems of a considerable importance. Moreover, the extent of its influence was not explicitly stated. Hence, the type of influence this agent exerts tends to be moderate.

However, the type of influence exerted by friends essentially depends on the friend’s influence capacity and his/her attitude towards the language. The magnitude of influence is then dependent on closeness and attitude. Hence, close friends tend to exert influence while distant ones are less influential (F11-1, F11-2, F11-3, F9-1, M10-1, etc.). Closeness doesn’t refer to physical or kinship proximity or even to a geographical location. The main characteristics of closeness, as expressed by the respondents, are: frequency of meetings (F11-2, M9-2), attitude towards learning (F11-3) and the degree of interpersonal trust (F11-3) and intimacy (M10-6). It is widely agreed that distant friends have limited or no influence on the students’ learning of English. Close friends, on the other hand, have a strong influence (M10-1) that can be next in importance to that of the teacher (M10-40) and it is also useful (M11-1). A proverb is employed to show the extent of this influence. The one whom you consider friend is like an image of you (M10-3).

Teachers are regarded among the most influential agents. They are considered ‘the most influential’ (F11-1, M11-2), ‘the most important and basic one’ (M10-4) or the second most important, or having a ‘big role’ (M9-1), or even playing ‘an essential role’ (F9-2). Their type of influence is among the most important ones students experience. However, not any teacher can have this status. The respondents exempted some categories of teachers from having this highly significant type of influence. Some
‘useless teachers’ (M10-3), any teacher who is ‘not perfect’ (M10-5), and those who ‘don’t deserve to be called teachers’ (M11-3) are expected to have a type of lower influence. This refers to Omani as well as to expatriate teachers. Nevertheless, ‘Interested teachers’ (F10-1) and those who ‘have knowledge’ (M10-4) have a positive type of influence on students.

Minor sources of influence are: relatives and other people. They both share a limited number of supporters of their influence and a partial eminence of influence. It was only in one occasion that relatives were considered ‘very important’ (M10-4). However, their positive influence was recognized by 5 subjects (F11-2, F11-6, F9-2, M10-2, and M10-4). Meanwhile, people/other people were generally believed to have positive (F9-2) as well as negative (F10-3, F11-2, M10-2) types of influence on students.

b. Aspects of influence

A long list of the aspects of influence was presented to account for the significance of the influence of each social agent (The examples cited below are from Appendix 13). Most female respondents chose to present aspects of influence without indicating the type of influence received. ‘Encouragement’ and its verb form, ‘encourage’ were employed 19 times to talk about the aspects of influence received from parents. This accounts for the importance of this item in shaping the students’ motivation. ‘Help’, ‘advice’ and ‘influence’ were also used as aspects of influence of parents, either as a father or as a mother or both.

Encouragement and its derivation, ‘encourage’, were commonly used, though less than in the case of parents. Encouragement largely explains what family members, especially brothers and sisters, can have as aspects of influence. However, the effect of brothers and sisters is more likely to be of an imitation aspect. Whenever the brother/sister is educated, the subject tends to imitate him/her. It was even explicitly stated that the subject is not expected to be lower than his/her brother/sister (F11-3, M11-4, F10-4). Brothers and sisters can also provide help when they happen to be knowledgeable about English (F11-4, F11-5, F9-2, M11-2, M9-5). However, a brother can sometimes be disappointing (F10-2). Although this can reflect some jealousy or mistrust, it doesn’t necessarily mirror a prevalent attitude in this society.
Friends’ influence aspects tend to be more varied than those of families and parents. Nonetheless, encouragement remains more frequent. As compared to two other closer terms notably, urge and reassure, encourage is a persuasion that implicitly informs about the perceived ability to perform an action. Urge is an attempt of persuasion. To reassure is to comfort and morally support somebody. Both urge and encourage indicate that the subjects are expected to have the ability to do the task. Meanwhile, these three verbs are the most frequent verbs used (F10-1, F10-2, F11-1, F11-2, F11-5, F11-6, etc.). Other verbs denoting actions of sharing and cooperation are also frequent, for example: work together (F11-3), exchange ideas and help (F11-1). A friend is expected to urge, encourage, support, help, and advise. Otherwise, his/her influence aspect becomes negative (M11-3).

Teachers’ aspects of influence are expressed in terms of active verbs denoting activity and using adjectives of positive and negative meanings. Among these adjectives we can find: cheerful, good, kind. However, the list of verbs denoting required action is longer. The verbs that characterize the aspects of influence include: advise, interact, encourage, treat (well), overcome (difficulties), participate, explain, make, urge, benefits, help, and give support. This list explains the activities ‘good’ teachers are expected to perform in order to gain students’ approval and be among the influential personalities. If these conditions are met, a set of attributes appears as aspects of the influence a perfect teacher exhibits. The teacher fulfilling these ‘requirements’ is ‘like a parent’ (F10-1), raises ‘self confidence’ (F10-2), makes students ‘like English’ (F10-5), makes students feel ‘English is important’ (F11-6) and they ‘eagerly’ wait ‘for the lesson’ (M11-2). These aspects of influence are obviously conditioned by the actions expected. Meanwhile, the negative aspects of influence are due to a list of deficiencies and missing characteristics like: ‘no encouragement’, ‘nervous’, ‘no interest’, ‘not perfect’, students ‘mock him’, ‘doesn’t have a good relationship with students’ and ‘neglects’ them. These inadequacies are behind the negative effects students’ motivation gets. The two tables (26 and 27) below recapitulate aspects of ‘good’ and ‘bad’ teachers:
A good teacher is defined in the table, below.

<table>
<thead>
<tr>
<th>adjectives</th>
<th>verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheerful, good, kind</td>
<td>advise, interact, encourage, treat (well), overcome (difficulties), participate, explain, make, urge, benefit, help, and give</td>
</tr>
</tbody>
</table>

Table 26: The definition of a good teacher.

However, Table 27, below, explains how a bad teacher is referred to as:

<table>
<thead>
<tr>
<th>Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘no encouragement’, ‘nervous’, ‘no interest’ ‘learned nothing’, ‘not perfect’, students ‘mock him’, ‘doesn’t have a good relationship’ with students and ‘neglects’ them.</td>
</tr>
</tbody>
</table>

Table 27: The definition of a bad teacher.

Relatives have 6 main aspects of influence notably, encouraging, praising, advising, informing, and signalling improvement. Most of these aspects are in fact shared with other sources of influence. The influence of others shows a longer list of negative aspects. The verbs used indicate the types of action explaining these aspects. The actions are: teasing, creating frustration and accusations and questioning the students’ identity. But, other people have a positive attitude towards those who study English and consider them ‘respectful’, ‘wonderful’, ‘ambitious’ and having good ‘education’ and ‘thinking capacities’. The aspects of influence analysed above introduce the effects of social relations on interest and SE.

5.4.4. Encouragement and the effects of social relations

This section attempts to answer the second sub-research question by analysing the data gathered from question 2.2.1 (Appendix 7). It analyses the influence of alters on the students’ interest and SE. The anticipated direct effect of encouragement is an increase in the level of interest. Here, it refers to encouraging somebody to engage in an activity or to continue doing something. This implies creating and fostering interest in it. However, it also indicates a level of trust that the student can do the task. Encouraging
is made when the encouraged person is felt to be able to perform the task. The expected outcome increases the student’s efficacy belief. Hence, the main effects produced are constantly represented by interest and SE. Whereas encouraging leads to an improvement in these two factors, the lack of encouragement negatively influences them. Meanwhile, ‘help’, ‘advice’ and ‘influence’ mainly apply to positively influencing interest (The examples cited here are in Appendix 13).

Family members seem to have a boosting effect on interest through encouragement (M11-4, F9-3, F11-6, etc.) advice and the provision of the good example (F11-4, F11-3) or the building of awareness of the importance of English (F9-2, F11-5, F11-4). Advice is also a call to show interest in the language because of its importance (F11-2, M10-4, M9-3). Also, when brothers talk to each other in English, they create interest in learning this language for family members who take part in these talks. SE is also produced as an effect of the encouragement attempts. Achieving good results boosts an internal feeling of success and brings encouragement from family members (F11-6).

Meanwhile, receiving disappointing attitudes has its negative effects on SE. Above all, for these subjects to see people like them, from the same family background, realizing success in English and achieving high levels (becoming doctors, teachers, etc.) affects positive efficacy beliefs. It’s now obvious that social relations influence the students’ L2 learning. However we need to know how this effect is interacted to influence interest and SE.

Friends are likely to influence the subjects’ interest and SE, especially when the degree of trust is high. Even distant friends can create influence, but this is rarely explicitly acknowledged in the data (M9-2). Not encouraging is considered to have a negative effect (F11-1). While, helping, advising and influencing (e.g. F10-1, F10-2), like not having willingness (F11-4) and showing interest in what is good for the person (M10-4), are likely to reflect an effect on interest, urging, encouraging and showing the good example (F11-5). The lack of encouragement (M10-2) is likely to cause an uncertainty and consequently influence efficacy beliefs. The effects produced by friends seem to have an affective dimension.

The aspects of influence of teachers on students’ motivation are determined by the qualities and deficiencies which portray the categories of teachers. These attributes
determine the kind of effect on students’ interest and SE. The positive attributes are generally marked for positive qualities (e.g. encouragement) and produce positive effects on motivation. The following list of descriptors has a direct effect on interest and SE: the existence or lack of urging and encouragement (F10-2, F10-3, M10-1, M10-4), wanting to prove ability to the teacher (F11-1), and the students’ feeling that s/he learned something or not (F11-3, M10-6). Marked qualities are, of course, more liable to positive effects on interest and SE than unmarked ones.

The effects of other people on students’ motivation are dual. With the positive attitude, implying an admiration of their levels, the judgment of efficacy levels is highly positive. The perfect qualities which characterize those who speak English make the effect on interest also good. Hence, the account provided by F9-2 (Appendix 13) makes people’s effect on interest and SE highly positive. However, the negative attitudes reported by F10-3 and F11-2 render the effects on interest and SE negative.

Meanwhile, the effects of relatives on interest and SE are highly positive. Encouraging and praising relate to the others’ evaluation of our expected performance. They consequently affect our efficacy beliefs and interest in performing these tasks. The uncle’s remark that the student is improving (F9-2) is a judgment of capabilities which affects self evaluation of efficacy beliefs and improves interest in the subject. The relative’s advice (M10-2) also bears a likelihood of effect on interest.

5.4.5. **How do significant others improve students’ interest and SE?**

This section aims at analysing the interview question 2.3.1 data in order to answer the third sub-research question (Appendix 7). The role of significant others is analysed through the verbal/non-verbal influence, the expected support and the role of affect. The use of significant others later leads to the identification of the concept of closeness.

a. **Verbal and non-verbal influence**

The differences between the effects of verbal (29) and non-verbal (26) sources on interest seem quite insignificant (Table 28). However, the instances of verbal influence on SE (33) are much more significant compared to the non-verbal ones (17). Family, parents and other people/students are, on the other hand much more verbally influential
than the other sources. Other people/students represent the most important source of non-verbal influence. As a whole, the difference between verbal and non-verbal influence on interest and SE shows the extent to which verbal interaction with others is likely to account for the influence. As a whole, verbal influence is more important than non-verbal influence in affecting interest and SE (Figures 21 and 22). However, SE beliefs seem to be highly affected by verbal sources. This is likely to reveal the role of interaction in influencing the learners’ levels of interest and SE.

![Figure 21: verbal and non-verbal influence on interest](image1)

Although non-verbal effects are moderately less important than verbal ones, their effects are not at all negligible. The most important source of influence, namely ‘encouragement’, was supported by a large number of participants (e.g. F10-2, F10-5, F11-2, F11-3, F9-1, F10-3, M10-1, M10-5, M11-1, M11-2, M9-5). Encouragement was advocated as the main source of SE (F10-5). Encouragement underlies the trust in the learner’s ability to perform the task. It is also understood as a source of affection and
moral support (F10-2). In fact, encouragement can be expressed by the organisation of a number of family and social activities (M9-1, F10-5, F9-1) or by offering help and tuition courses (F10-4, M9-3). These aspects of non-verbal encouragement seem to apply more to SE than to interest. However, interest is also influenced by family encouragement (F10-5, F11-4).

The next important sources of non-verbal influence include: interpersonal comparison (F11-3, F11-5, F11-6, F10-2, M10-6, M11-4) and the provision of needs, equipments and perfect conditions (F11-3, F11-4, F9-2, M10-3, M11-4, M9-3). Comparisons with other individuals help improve the subjects’ perceived ability to perform a task. Also, the provision of needs reveals that the learning of English is interesting for the family or parents and needs to be viewed as such by the learner. However, the provision of needs, equipments and perfect conditions may also represent the importance and encouragement allocated to the learner. The table in the next page (Table 28) shows the students’ perceived effects of non-verbal influence.
<table>
<thead>
<tr>
<th>NON-VERBAL INFLUENCE</th>
<th>INTEREST AND SEL-EFFICACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage (non-verbal)</td>
<td>F10-2, F10-5, F11-2, F11-3, F9-1, F10-3, M10-1, M10-5, M11-1, M11-2, M9-5</td>
</tr>
<tr>
<td>Guide, support (non-verbal)</td>
<td>M10-3, M11-2, M9-1,</td>
</tr>
<tr>
<td>Jealousy, teasing</td>
<td>M10-3, M11-1,</td>
</tr>
<tr>
<td>Teaching method/style</td>
<td>M10-3, M11-3, M9-2, M9-1,</td>
</tr>
<tr>
<td>help</td>
<td>F10-4</td>
</tr>
<tr>
<td>Community activities</td>
<td>M9-1</td>
</tr>
<tr>
<td>Coping with a situation</td>
<td>F10-1</td>
</tr>
<tr>
<td>neglecting</td>
<td>F10-1, M9-2</td>
</tr>
<tr>
<td>affection</td>
<td>F10-1</td>
</tr>
<tr>
<td>Interpersonal comparison</td>
<td>F11-3, F11-5, F11-6, F10-2, M10-6, M11-4</td>
</tr>
<tr>
<td>Depending on the level of trust/experience</td>
<td>F10-1</td>
</tr>
<tr>
<td>imitation</td>
<td>F10-1</td>
</tr>
<tr>
<td>Provision of needs, equipment and perfect conditions, etc.</td>
<td>F11-3, F11-4, F9-2, M10-3, M11-4, M9-3</td>
</tr>
<tr>
<td>competitions</td>
<td>F9-1</td>
</tr>
<tr>
<td>Practising English</td>
<td>F9-1, M9-1, M9-1</td>
</tr>
<tr>
<td>Feeling of success</td>
<td>F9-3,</td>
</tr>
</tbody>
</table>

Table 28: The effects of non-verbal influence on interest and SE.
Although non-verbal sources of influence seem to be varied and interconnected, they remain less important than those of verbal origin. The question on ‘How do people influence your interest and confidence to learn English?’ seeks to investigate how social agents actually influence them. The way they think these agents would better positively influence them is addressed by the next question.

b. Desired influence, a support request

Addressing the way people can best positively influence students’ interest and SE is one way to eliminate negative influence and to focus on the most powerful effects and influence sources. Whereas the actual influence outlines the real effects, the ‘desired’ effect gives an idea about the most powerful positive influence a student wishes to receive. Hence, it looks at what respondents expect to get so as to boost their interest and SE. Consequently, this question aims at further investigating the influence capacity in its relation with: social relations, verbal interaction, and the desired influence.

The main kinds of expected influence can be categorised as representing desired moral or material support (Appendix 18). Although some students understood the question as a continuation of the actual effects, most respondents expressed a list of requested support. The desired influences are in fact requests of support from the social agents: parents, brothers, sisters, teachers, friends, etc. The expected support that helps improve interest and SE is either moral or material. Moral support accounts for most expected influence cases, with SE support through encouragement being the most scored item. Advice and help were the next in importance to encouragement. In fact, SE was obviously sought as a domain of support. Students seemingly support the significance of efficacy beliefs and expect it to be fostered further. Advice and encouragement were also significantly expected from social relations to increase their interest in learning English. Love, affection and prayers were also among the areas of moral support (M10-3, M10-1). Although less popular, these emotional terms reveal the extent to which affection is needed by these students. Help was also sought, but for both moral and material reasons (e.g. F10-1). Material aspects of desired influence were generally less popular than moral ones. Hence, we notice the importance of encouragement, moral support and efficacy beliefs as the main ideas quite recurrently emphasised by the respondents. This in effect reveals the importance of moral support and the provision of
encouragement to boost SE beliefs and consequently improve motivation. Generating interest is also expected to increase through the availability of more encouragement.

The non-verbal nature of the majority of the expected influence sources doesn’t exclude the role of verbal influence. Since nearly all sources of moral support are verbal, the influence of verbal sources is remarkably higher than material ones. Verbal influence is an aspect of affective and moral support the respondents expect to receive. SE beliefs depend on verbal messages as a major source of efficacy beliefs. In fact, Bandura (1997) considers verbal persuasion a major source of SE. Hence, verbal sources of influence on interest and SE require further analysis to determine their linguistic mechanisms of influence.
c. Affect

From the kinds of influence discussed above, affect seems to have a great impact on students’ behaviour. It also accounts for their motivational dispositions. Hence, it is significant to study the way feelings are expressed by the respondents. For the purpose of this study, the lexis employed in the answers to the question: ‘Tell me in what ways people who can influence you help you to be interested in English and feel confident in it?’ will be analysed. The expected influences represent what these students lack in terms of affection. This analysis will try to determine the affective component of the discourse meant to influence students’ motivation to learn English.

The analysis of affect will basically aim at studying one major set of emotions centring on the feeling of ‘security’ and ‘insecurity’ (Martin and Rose, 2003). This category of affect is likely to be compatible with the feelings expected to influence motivation (Appendices 16 and 18). The question here indirectly refers to what these students expect from people so that their levels of interest and SE get higher. In fact, the list of requirements represents what they lack and help draw the profile of what their personalities need. The terms employed have one thing in common: the sense of insecurity. The terms used (encouragement, confidence, support, help, advice, afraid, disappointed, improve, feel good, love, help, make things easier, etc.) refer to the students’ desire to have a sense of security. The lack of -or insufficiency in- love, help, advice, confidence, encouragement, etc. is what makes both components of motivation, notably interest and SE, lower than what they should be. Encouragement is the most highly expected kind of support. It accounts for a major part of what is expected from teachers, parents and relatives. The feeling of self confidence is felt important, but quite low. Most importantly, the sources of influence that would bring a sense of security (feeling good) were determined by their closeness to the individual, like a (close) friend, parent, brother, sister, teacher.

5.4.6. Interim summary

In order to answer the second research question, this section applied three main categories, referring to the three sub-research questions, in order to analyse the interview data. The interview data was often quantified in order to study the importance
of the main trends of the influence of social relations on students’ interest and SE. Hence, by addressing the following sub-questions the interview data answers the second research question:

- Do social relations of Omani students learning English as L2 influence their interest and SE to learn English as L2?

- How do actors in students’ social relations influence their interest and SE for learning English as L2?

- In what ways do significant others influence Omani students’ interest and SE?

First, the effects of social relations led to the analysis of the types and aspects of social influence. Then, the effects of social actors, including significant others, on students’ interest and SE, were identified. Hence, the influence of social relations on Omani students’ motivation was classified as being an aspect of affect, desired influence, support request, and verbal/non-verbal effect. These aspects explain how social relations, in general, and close relations, in particular, influence students’ interest and SE to learn English as L2. The effective mechanisms of influence will be examined by the next research question.

5.5. The third key research question

In order to answer the third key research question by identifying the mechanisms of influence, the analysis relies on qualitative data. The last three interview questions (Appendix 7) address the two sub-research questions about the linguistics mechanisms of influence and the ways in which social interaction influences motivation. The questions are analysed using the qualitative method of content analysis. The categories of analysis are: linguistic mechanisms and social influence, the role of interaction, and the use of metaphor and other devices.

5.5.1. Linguistic mechanisms and social influence

This section attempts to answer the first sub-research question (of the third key-research question) by analysing the data relevant to the interview questions 3.1.1 and 3.1.2
The linguistic mechanisms category represents the two main interview questions investigating the discourse used to produce influence and its perceived effects on interest and SE. This section attempts to answer the first sub-research question (of the third key question) by analysing the linguistic mechanisms that influence students’ interest and SE. Since this section deals extensively with discourse, we need to explicitly state the analysis tools adopted to study the text of respondents’ answers. The attitude analysis tools (discussed in section 5.3.5) will be employed to study other people’s attitudes. It is assumed that through their judgment of English language learning, social agents will express attitudes. Based on these attitudes we measure the specific elements of the appraisal which make them effectively influential. However, we need to adopt a classification which categorises attitudes as being either positive or negative.

a. Negative attitudes

(i) Judgment

The reported discourse of social agents involves a judgment of character and a judgment of subject. The judgments essentially aim at producing a negative effect on the students’ motivation to learn English. The table below shows a sample judgment of the students’ capacity to learn English. The four example sentences use negation with the modal verb ‘can’t’ to question the ability of the addressee (Table 29). The use of ‘don’t’ is employed to refer to capacity. The required impact here is to criticize the addressee and question her ability to learn English.

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Source</th>
<th>Expressions</th>
<th>Type of judgment</th>
<th>Function /impact</th>
<th>Modality</th>
</tr>
</thead>
</table>
| F10-1| They  | -You can't read some words correctly.  
-You can’t read in English.  
-You can't write in English.  
- You don’t know about the rules of English. | Capacity | Criticism | -Ability ‘can’t’  
-capacity ‘don’t’ |
| M11- | They  | - For God’s sake what makes you do | Capacity | Criticism | -Ability |
Table 29: Examples of the types of judgment and their impacts and functions.

Other forms of judgment include the accusation of the addressee in order to demotivate him/her (Table 30). These accusations involve explicit serious condemnations that question the integrity of the person. The main accusations include: being subject to the influence of the Western civilisation, not being serious or hard working enough to learn the language, being a stupid or a failure, and even converting to another religion. In fact, the latter doesn’t only question the person’s integrity, but it is also a major offence and a reason for total social exclusion. It could also represent a threat to the person’s life. These rather strong judgments which represent serious condemnations and insults reflect the level of persuasion employed to discourage these students (See Appendix 17 for more examples). The strength of the lexis employed (e.g. stupid, neglecting, converting, failure) made the use of amplifiers limited to the moderating adverb ‘mostly’. These accusations were often attributed to an anonymous source (e.g. ‘they’, ‘some other people’, ‘a person’). However, in some occasions, the agents are mentioned (e.g. ‘grandfather’, ‘a friend’). Moreover, the strength of the explicit condemnations reveals the importance of the targeted influence.

In order to study how social agents value English and the learning of English, we apply the tool of ‘accusation’. The table below (Table 30) underlies the major instances of accusation of English and English language learning and the analysis of the discourse employed. Again, the terminology and analysis tools employ the framework adopted by Martin and Rose (2003). Surprisingly, the statements about English and learning English were mostly attributed to unnamed sources (e.g. ‘they’, ‘students’, ‘people’, ‘some people’). However, the investigation of the exact identity of the source is less important than the degree of closeness it represents to the respondent. In most cases, except for ‘grandfather’, those who produced these statements were not closely related to the respondent, either in kinship or in companionship. The degree of familiarity is
thus expected to be much lower than that with a close friend or family member. The accusations mostly cover areas of integrity and often employ strong lexis (e.g. ‘stupid’, ‘failure’) as well as some tools of amplification (‘mostly’). The examples presented in the table below (Table 30) indicate the strong persuasion behind the lexis employed. Elements of negation also strengthen the effects of the accusations expressed (M10-5). In addition to judgment, attitudes towards English are also expressed in terms of appreciation.
<table>
<thead>
<tr>
<th>Ref.</th>
<th>Source</th>
<th>Expressions</th>
<th>Attitudinal lexis</th>
<th>Type of judgment</th>
<th>Function /impact</th>
<th>Amplification</th>
<th>Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>F10-2</td>
<td>They</td>
<td>- Western civilisation is affecting her.</td>
<td>Affecting</td>
<td>Integrity</td>
<td>Accusation</td>
<td>Closer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- She is closer to English than to Arabic so uh she neglected Arabic and she’s attracted by English.</td>
<td>Neglected Attracted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F10-3</td>
<td>Some other people</td>
<td>-This language is mostly used by Westerners and this girl is converting from Islam because she likes this language</td>
<td>Converting</td>
<td>Integrity</td>
<td>Accusation</td>
<td>mostly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-you imitate the Westerners uh why do you imitate the Westerns while you are Muslims? You should speak Arabic.</td>
<td>Imitate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-2</td>
<td>Grandfather</td>
<td></td>
<td></td>
<td>Integrity</td>
<td>Accusation</td>
<td>Should</td>
<td></td>
</tr>
<tr>
<td>F9-3</td>
<td>Friend</td>
<td>- This stupid girl</td>
<td>stupid</td>
<td>Integrity</td>
<td>Insult/ accusation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M10-5</td>
<td>They</td>
<td>- You are not a serious student.</td>
<td>Serious, hard working</td>
<td>Integrity</td>
<td>Condemnation/accusation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- You aren’t a hard working student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M11-4</td>
<td>A person</td>
<td>- You are a failure.</td>
<td>Failure</td>
<td>Integrity</td>
<td>Insult</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 30: Example cases of accusations in people’s attitudes.
Most statements addressed ‘English’ as a subject of ‘appreciation’. Learning English was also evoked, however less frequently. The types of appreciation expressed were either: a valuation, a reaction, or a composition. **Valuation** assesses whether the subject is worthwhile. **Reaction** has to do with the quality of the subject and expresses the extent to which the source accepts it. **Composition**, on the other hand, means the complexity of the subject and whether it is difficult to follow (Martin and Rose, 2003: 63-64).

The negative valuation of English often deals with its limited pragmatic uses. Compared to selling water melons in the market or working in the farm (M11-4, M10-3), learning English was found less worthwhile (Appendix 13). It was also characterised as being ‘useless’ and ‘not important’ (e.g. M9-3, M9-4). The amplification was used to stress that even a level of ‘good’ English couldn’t help the person get admission to a college or university. ‘[A]ny’ and ‘at all’ generalise the lack of usability of this language. For this purpose, modality was also employed to negate ability and availability: ‘couldn’t go’ (F10-1) or ‘find’ (M9-3). Generally, the valuation of English and English language learning was based on the perceived on the immediate gain value. The value of education and knowledge was not stressed. Yet, a number of other statements questioned the value of education in general. Since it cannot help them get good jobs as -they believed- it was viewed as being ‘useless’ that it was ‘…better not to get educated’ (M10-4). Therefore, when the perceived immediate value of English and learning English are low, not only this language is negatively appreciated, but also is education in general.

The composition type of appreciation accounts for a considerable chunk of the whole negative evaluations. However, the importance of composition was accentuated by the abundance of attitudinal lexis, quite often repeating the idea that English is ‘difficult’. Meanwhile the complexity of the subject is either generally ‘difficult’ (e.g. F10-3, F11-2, etc.) and creates ‘a headache’ (F11-6), or referring to one specific aspect like grammar (F11-4) or lexis (e.g. F10-4, M11-1). The over use of the adjective ‘difficult’ - among other attitudinal expressions like: ‘complicated’ ‘headache’ and ‘foreign’- show the perceived high complexity of the subject (English) and its learning. The negative
appreciation of composition will certainly affect the interest and efficacy beliefs. However, the third aspect of appreciation will also show their attitude towards the interestingness of the language. Although the statements’ negative reaction is not as strong as the other aspects of appreciation, it is much stronger in attitudinal lexis. English is viewed as a foreign language and its learning is questioned (F11-4). Even negligence was fairly justifiable (F11-2).

However, the explicit condemnation and conspiracy ideas represented a strong and an unexplained hatred. English and its introduction in the educational system were viewed as plans to destroy the country and part of a cultural invasion. The attitudinal lexis was very strong and condemning, and even political and dogmatic in as far as no solid rationale has been provided. The use of the following words indicates the level of highly negative reaction this language might get: ‘swine’, ‘destroy’ ‘cultural invasion’ (M11-2). The use of these terms was meant to persuade the students. Although it was strong and unexpectedly accusing, it was explicitly stated and daringly said. The doubtful tone in this attitude is shown in the modal ‘may’ expressing the probability that this could make their sons imitate them. To sum up, the negative attitudes towards English was shown in judgment and appreciation. These two parameters show the aspects and origins of the discourse used to persuade the students to abandon learning English.

b. Positive attitudes

Linguistic discourse is also employed to endorse a positive attitude of social agents towards English and the learning of English. The three main components on which our study of attitude will focus are: appreciation, judgment, and affect. The examples cited are from Appendixes 15 and 16.

(i) Judgment

Personal positive judgment is an admiration of the character’s behaviour (Martin & Rose, 2003). Hence, ‘Personal-admire’ will characterise this kind of judgment in the table (Appendix 16). Meanwhile, ‘Moral-praise’ will be used to refer to the praising of their characters. These two main types of judgment are emphasised by the attitudinal
lexis showing praising and admiration (e.g. F11-2: ‘genius’, ‘innovative’, ‘fantastic’, ‘excellent’, ‘good’ etc.). The amplification employed (e.g. ‘excellent’ and ‘great’), though not very frequent, emphasises the praising and admiration content. The modality also expresses ability (‘can’, ‘be able to’), prayers for more success, protection and blessings (e.g. ‘May Allah’, ‘Mashaa Allah’). All these aspects aim at encouraging the students and boosting their efficacy levels. Thus, the perceived influence of the positive discourse employed on motivation results in improving SE levels. Providing encouragement also entails supporting efficacy beliefs as well as fostering interest in learning English. In positive judgment, it is remarkable how the social agents’ identity is now revealed (e.g. mother, teacher, brother sister, etc.). Also, these positive judgments originate from a degree of closeness: kinship (mother, sister, brother, etc.) or relation (teacher, students, and friends). Positive influence is thus seemingly an aspect of closeness. However, when negative influence was intended distant and unknown sources were evoked.

(ii) Appreciation

Positive appreciation will be evaluated in terms of reaction, valuation and appreciation. The table in Appendix 15 demonstrates the frequency of valuation appreciation and the relevant attitudinal lexis showing that English is referred to as ‘arm’, ‘tool’, ‘essential’, ‘important’ and ‘perfect’. Verbs like ‘helps’ ‘improves’, and ‘need’ also indicate the usefulness of this language. Its social value which can offer the learner a ‘distinguished position’ also adds another dimension to its importance. On the other hand, the reaction and composition appreciations focus on terms like: ‘nice’ and ‘easy’. The modals ‘should’ and ‘can’ are used to stress the fact that the students can and should learn English.

5.5.2. Metaphor, anecdotes and other devices

Another way to analyse the effects of the discourse and attitudes of the social agents is to look at the way more linguistic devices are used. Anecdotes generally give the good and counter examples necessary to support or refute the argument in question. Social agents either present examples to encourage people to learn English (M10-3), to warn against a bad expected outcome (M9-5), or to pursue the student to abandon learning
English (F10-1). The metaphor used is also meant to strengthen the effect of persuasion on the subject (Table 31). This effect is achieved by creating a repulsion effect to denounce a particular choice. There is also a high socio-cultural load in these metaphorical depictions. Words like: ‘swine’, ‘Indians’, ‘honour’ and ‘black’ need to be understood within their local contexts.

Whereas ‘swine’ creates a disgusting effect because of the sin associated with eating pork. ‘Jews’ refers to losing identity by converting to another religion. ‘Honour’ is highly loaded with the sensitivity of the concept of reputation and personal integrity in the society. The word ‘black’ threatens from hardships and a terrible future career. Other linguistic tools include the use of an insult that directly appeals to the confidence of the individual. Employing strong words like ‘scandals’, and ‘shame’ (M11-3) creates a feeling of disappointment. All these devices were certainly meant to produce a strong effect on the addressee. They also show a strong determination to support an argument.

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Anecdotes</th>
<th>Insult</th>
</tr>
</thead>
<tbody>
<tr>
<td>-‘Swine language’ + ‘The language of Jews’ (M11-2)</td>
<td>- There are people who had good English and couldn’t go to a university or a college’ (F10-1) - we usually sit in majlis to hear stories and exchange talks ‘This person uh found a job’ ‘The other person has become this and that’ ‘That person was promoted’ ‘This person and that etc.’ uh I hope I can become like these people they talk about me (M10-3)</td>
<td>‘Why making scandals?’ ‘We know you uh instead of staying silent you brought shame for yourself’ (M11-3)</td>
</tr>
<tr>
<td>-‘This is the language of Indians’ (F10-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘My daughter we want you to honour us’ (F9-2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-‘Black’ future (M10-1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 31: Metaphor, anecdotes and other devices.
5.5.3. Linguistic and non-linguistic types of influence

Based on what others say to affect motivation, students were asked to determine how this influences their interest and SE levels. The types of influence stated can be assigned to four main categories: effects of discourse, psychological situation, distant social relations, and close social relations. As the chart below shows (Figure 23), nearly with all categories, interest is the main target of influence. Discourse effects are the most significant among the four categories. Meanwhile, close social relations have more influence than distant ones. The idea that the subjects’ psychological situation is behind the influence is the least important cause. This classification doesn’t exclude the fact that the effects of discourse also intersect with the closeness of social relations. The main aim of the question analysed here is to see how what was said influences students’ interest and SE. However, this also enables us to assess their perception of the sources and their corresponding levels of influence. In general, this shows the influence capacity of both the discourse employed and the closeness of social relations.

**Figure 23: types and sources of influence**

The analysis of the role of discourse –what others say- in influencing the students’ interest and SE was based on explicit debates about the subject matter: English and
learning English. Casual conversations about general topics can, nevertheless, possibly influence the students’ perceptions of their levels of interest and SE.

5.4.4. The role of interaction

The study of the way normal interactions also influence interest and SE shows the nature and mechanisms of linguistic tools and their implicit influence. This section employs the data of the interview question 3.2.1 (Appendix 7) in order to answer the second sub-research question (of the third key research question). As the content and structures tend to be less explicit and persuasive, compared to direct messages, the mechanisms employed are also likely to be different. Interaction generally reveals the personal experience of all the participants involved. Hence, when this personal experience is reported, it can produce an influence on other people. This influence depends on the linguistic devices employed. The influence felt depends on the qualities attributed to the object and on the linguistic devices employed. This section aims at identifying the linguistic mechanisms that produce influence on the students’ motivation.

One way to represent experience in discourse is to attribute certain qualities to the subjects of description (Martin and Rose, 2003). The respondents recollect their experiences with instances of interaction that they feel influence their motivation to learn English. Hence, the descriptions address the qualities attributed to English and to other subjects. These qualities will be addressed in terms of position grading.

The position taken by a participant in the instances of interaction is either supportive or unsupportive to English and the learning of English. Supportive positions are assured by the use of some linguistic devices. In order to generate supportive expressions, a number of adjectives are frequently employed (See Appendix 16 for the examples below). These adjectives have a positive description that endorses the choice of learning English. The list includes: ‘good’ (F10-1), ‘essential’ (F10-4), ‘important’ (F10-4, F11-1, F9-1), and ‘easy’ (F9-2, F9-3). The learning of English can also lead to a ‘comfortable’ life (M11-2) or a ‘better job’ (M9-3). Generally, these adjectives directly appeal to the usefulness of English. Some verbs also employed for this purpose are: ‘helps’ (F10-1), ‘can help’ (F11-5), ‘achieved’ (F11-5), ‘need’ (F9-1), ‘learned’
‘studied’ (M11-2), ‘graduated’ (M11-2), and ‘mastered’ (F11-5). Most of these verbs express achievement and realization in learning English. Some nouns used reflect areas of interest, like those reported by M9-3: chances, job, and promotion. Modals are also employed to express advice (should). With all these devices, usefulness is revealed by the comfort, recompense and the promising chances it offers. Hence, it is important and essential in their way of life. This position also ensures that English is easy to learn. Thus, this supportive position provides encouragement and positive feelings among the respondents. It, therefore, enhances interest and SE.

The unsupportive position (Appendix 17), from the other hand, aims at the reverse outcome. The adjectives employed for this purpose are: difficult (F11-6, F9-1, F9-3), stupid (F11-6), not good (M10-3), useless (F11-4, M10-3, M11-1, M9-2). The main purpose of these adjectives is to defect the learning of this language. More linguistic devices are also employed to realize a stronger persuasion technique. The modals used emphasise the inability (couldn’t), the lack of usefulness (needn’t). Even the affirmative ‘can’ is used in a refuting sense. The use of negation in the statements is characterized by the eradication of any possible positive view of English. Negation covered active and static verbs (don’t speak, doesn’t know, won’t get, don’t need) and modal verbs (couldn’t). This is achieved by making the endeavour of learning it appear of no use in order to negate any possible pragmatic exploitation of it. The w/h questions used express a denunciation rather than a request of information:

(2) **Why** should we learn it? (F11-4)

(3) **Why** do you revise English? (F9-2)

(4) **Why** using English? (M9-2)

All these questions employed the ‘Why’ w/h question word indicating that there is no convincing reason to: revise English [lessons] (1) and (3), to learn English (2), or use it (4). The use of ‘should’ denounces the need to make learning English a necessity. As the verbs employed in these questions are active verbs, this linguistic strategy aims at negatively influencing people by making them avoid the engagement in these activities.
Also, the use of the following yes/no question (5) is also to raise the subjects’ suspicion about her abilities:

(5) You think your English is perfect? (F11-2)

The mechanisms discussed above show supportive and unsupportive positions depending on the aim of the social relation. Effects also depend on the closeness of this social relation. Unlike distant relations, close people (e.g. sister, brother, etc.) are likely to give supportive positions. The following charts show the strength of effects exerted by different social relations. This clearly shows how the degree of closeness determines the level of effect on motivation. In the charts, the degree of closeness is revealed by the proximity between the ego and the alters. F11-2 (Figure 24) recognises having received influences from ‘close friends and family members’ and ‘some people’, but feels no effects from ‘close’ people. When the nature of closeness is not defined, negative effects are not guarantee.

**Figure 24: The influence of social relations on F11-2**

However, in the case of M10-3, old people -who can be close or distant- and people from other countries produce positive effects. Classmates also –who could be closer in terms of age group and intimacy- are influential (Figure 25). Influence here does not seem to depend on closeness alone, but on the degree of closeness and the discourse used. Generally, old people tend to be more trustworthy. However, the effects of
Classmates are effectively realised due to the strong discourse tools used to criticise the teacher.

![Diagram of social relations on M10-3](image)

**Figure 25: the influence of social relations on M10-3**

Not only the language employed, but also the content can make the effects more eminent. The chart below (Figure 26) shows a good example of how social interaction can result in negative and positive results regardless of who enacts them. However, negative effects are due to the fact that English is viewed as being ‘useless’ or not important.
Unlike explicit qualities, implied and reported evaluation of English (reported speech) indicates support. The reported speech cannot always be analysed as it doesn’t represent original language structures. However, it represents attitudes of social relations. Social comparison, for example, is evoked in the reported evaluation of English. A neighbour sent to study abroad (F10-2) becomes a model to follow. He who graduates but fails to find a job (M10-4) and the member of family who succeeds and gives the good example for the student to follow (M9-5) are all reported stories that offer occasions to the subject to evaluate his/her performance.

The support offered by people in instances of casual interaction is also emphasized. Praising, encouraging, positive messages, and emphasizing the importance of English are all reported to be leading to positive effects on interest and SE. Old people’s use of advice and proverbs is also reported to leave a positive effect (M10-3). Meanwhile, negative effects result from negative messages like: English is ‘difficult’ (e.g. F9-3, F9-1). Also, parents’ and teachers’ negative reactions (M11-2) disappoint and lower motivation (e.g. F11-1, F11-2, etc.). In general, these reactions seem quite normal as far as possible effects are concerned. However, what is worth noticing here is the source of influence. Close social relations can both have stronger positive and negative effects.

Figure 26: the influence of social relations on F11-4.
But, rather than being a direct cause-result relation, the effects of distant social relations depend on the recipient’s processing of the message.

The strength of the effects of social relations on interest and SE seems to depend on the intended -or the supposed intention- outcome. When the respondent understands the other person’s point of view as an inclination to make him/her react in a specific way, the resulting reaction differs. In other words, instead of noticing a mechanical effect, the person’s processing makes the difference. For some respondents a negative message doesn’t influence motivation (e.g. F10-4), but for some others, it leads to a negative effect (e.g. F11-2, M11-4) or results in an increase in interest and/or SE (e.g. F11-1, F11-4, F9-1). The following graph (Figure 27) compares the sources of influences and their influence capacities on the respondents:

![Influence Capacities of Types of Social Networks](image)

**Figure 27: Influence Capacities in social interaction.**

Unexpectedly, more influence is attributed to distant people (people, classmates, others, somebody, girls, etc.). What respondents consider ‘close’ or trusted people (parents, etc.) are less influential than other kinship relations and classmates/friends. However, if you look at the no-influence capacity, we understand how the two most important categories are also of negligible influence.
Figure 28: No influence felt in social interaction

This chart (Figure 28) indicates that in occasional interaction, most respondents believe that the influence of classmates and people/other is null. Peculiarly, in both cases - influence and no-influence- these classes of social relations received higher scores than other types of relations. This is in fact due to the circumstances of occasional talks, which tend to involve a variety of people whom the respondent meets and interacts with. They meet more strangers and other people than kinship and close people. Also, talks with these people possibly evoke English more than those with family members and close friends. This is elucidated by the fact that kinship influence, either positive or negative, is less considerable compared to the influence of people and others. However, if we look at the influence of family members and friends in direct talks about English, their importance is highly significant (see section 5.3.3), compared to the one in instances of normal interaction with people. However, this does not exclude the role of interaction in the influence exerted by family and parents, for example.

Generally speaking, instances of normal interaction can either directly or indirectly evoke English. Talks about jobs, music, and movies evoke the importance of English and people’s reactions to learning it. The linguistic devices employed are not as strong as those used to directly persuade the students in explicit talks. However, the type of
social group reaction, the degree of closeness (e.g. parents) and, above all, the level of trust are significantly important. Also, talks about the importance of English and its usefulness are likely to result in stronger effects when the source is trustworthy (F11-4). To sum it up, linguistic devices are important. But, the degree of trust in the source of the message is also essential.

5.5.5. Interim summary

Social influence on students’ motivation to learn English as L2 can be either positive or negative, based on people’s attitudes. To better understand this, instances of judgment and appreciation, positive and negative, were analysed. The role of other linguistic mechanisms, like modality, amplification, metaphor, and anecdotes, were also examined as mechanisms of influence employed by social relations to influence students’ interest and SE.

5.6. Summary

The questionnaire and interview data provide a clear picture of the students’ motivational orientations and effects. The respondents’ support for interest and SE as the main determinants’ of their motivation is explicitly stated in both data collection methods. Also, their liability to social influence was remarkably high. The interview data successfully addressed the influence of verbal and non-verbal sources of influence and their respective effects. Hence, the data analysed in this chapter clearly answer the three main research questions of the study. However, more pertinent discussions will be carried in the next chapter.
CHAPTER SIX:

DISCUSSION OF THE FINDINGS, LIMITATIONS, SUGGESTIONS, RECOMMENDATIONS, AND CONCLUSION.

6.1. Introduction

This chapter takes the data analysis to another stage of discussion. First, it again brings together the qualitative and quantitative data necessary to verify the research questions. This essentially covers the significance of interest and SE in determining Omani students’ motivation, the role of social relations and the mechanisms employed to influence people’s motivation to learn English. Then, this chapter introduces the Osmosis Model developed by this study. Next, it embarks on a discussion of the possible pedagogical implications. After that, it identifies the limitations of the study. Finally, it presents some research recommendations.
6.2. Linking with the Data Analysis Chapter

6.2.1. The significance of interest and SE

The first research question aims at identifying whether interest and SE account for Omani students’ motivation to learn English. For this purpose, the following sub-questions were considered:

Do interest and SE relate to the cultural dimension of Omani students learning English as L2?

How do interest and SE represent the most important constructs of the Omani students’ motivation?

The data gathered maintain the position that interest and SE are the most important constructs of Omani students’ motivation to learn English. This significance was supported by the quantitative and qualitative data. The analysis of students’ interviews reveals a constant use of terms and concepts referring -usually directly- to interest and SE. Meanwhile, the quantitative data relied on the high correlations between interest and SE and the general motivation indicator. The corresponding scatter grams (Data Analysis Chapter) also show the strength of this relationship. These two factors were identified as representing the motivational orientations of Omani students.

The relevance of interest and SE was first noticed in the definition of motivation and the description of a motivated student. In defining a motivated student, 142 phrases employed concepts of interest. Meanwhile, 26 phrases used concepts pertaining to SE. Since students were not likely to understand the term ‘Self-efficacy’, they used words having similar concepts, like: ‘confident’, ‘strong’, ‘successful’, etc. Six adjectives invoking SE and 9 applying to interest were used to describe motivated students. Hence, a large number of adjectives directly invoke these ideas as representing motivation concepts. However, adjectives like ‘confident’ and ‘internally driven’ might represent other conceptualisations of motivation. Advocates of the Theory of Self-confidence might consider ‘confident’ a term representing their conceptualisation of motivation rather than having to do with SE. Nonetheless, the difference the latter makes is that it refers to the assessment of ability to perform a specific task, not only the
general feeling of confidence a person can have. The context here refers the interviewee to something specific: motivation to learn English. The term ‘internally-driven’ is an aspect of intrinsic motivation. However, the conceptualisation provided by Deci and Ryan (1994) makes interest a basic component of highly intrinsic motivation (section 2.5.2). Hence, being ‘internally driven’ also invokes having interest in the subject or task. This is in fact not an overlap between the two concepts, but rather a complementarity and a higher level of precision. Interest deals with the precise concept of willingness rather than with the origin of the engagement, being internal or external. In addition, when combined with a high level of interest, intrinsic motivation normally results in remarkably higher cognitive and emotional capacities (Deci and Ryan, 1994). As a result, intrinsically motivated learners reflect remarkable curiosity, exploration, spontaneity and interest.

The quantitative data also shows that interest and SE are two central concepts in the student’s motivation to learn English. As the Literature Review Chapter demonstrated, these factors representing basic theories and models are in fact dimensions of the same phenomenon conceptualised as ‘MOTIVATION’. Hence, combinations between different perspectives are theoretically and practically available. Goals, values, expectancies, attributes, extrinsic, extrinsic or even integrative and instrumental incentives are aspects of interest in learning English and the accompanying efficacy beliefs (Section 2.5.2.c). The correlations found between SE, expectancies, values and attributions are determined by the efficacy evaluations of capabilities. Intrinsic, extrinsic, integrative and instrumental types of motivation, as well as goals, are all representations of interests. The table of correlations (Table 20) indicates the interrelatedness between the main aspects of motivation and the highly significant correlations between interest, SE and the General Motivation indicator.

The first statement in the general motivation indicator, I really like studying English, was supported by a high percentage of agreement: 46% agreed and 35.8% strongly agreed. The fact that they supported liking to study English was indicative of an aspect of interest in English. This demonstrates that the affective component was supported even among the elements of the general motivation indicator.
On the other hand more than 90% of the students agreed on the statement: *I feel even more excited when I have confidence to do tasks pertaining to learning English successfully.* Even though this associates excitement with efficacy beliefs, it doesn’t indicate a causal or interactive relationship between interest and SE. Respondents’ scores in the second item of the SE section show a low effect of others on their efficacy levels. However, the correlation between SE and the effects of the discouragement received from people is also quite significant (0.09). But, more importantly, students acknowledged the effects of social relations on their SE in the interview data.

### 6.2.2. Inter-relationship between interest and SE

In the questionnaire sections, both interest and SE have an item assessing the influence of one aspect on the other. In the section about interest, the confidence to do a particular English learning task becomes a source of excitement for around 90% of the respondents. This supports the claims made in the Literature Review Chapter about the strong relationship between interest and SE. The positive feelings that accompany interest result in a feeling of competence to perform tasks. This position advocated by Krapp (2002a) and Schiefele (1992) is being reflected in the questionnaire findings. Hence, high interest is accompanied by a high feeling of efficacy.

On the other hand, interest in English is reported to make SE higher. About 75% of the respondents agreed on this statement. In fact, this finding supports Bandura’s argument that a certain level of SE is necessary to induce interest (Bandura, 1997). More specifically, the literature consulted (Section 2.5) claims that maintaining goals and supporting SE improves interest (Bandura and Schunk, 1981). Therefore the relationship between interest and SE demonstrated in the literature is widely supported in the questionnaire data. However, any causality relationship cannot be clearly identified. It is rather an aspect of internal interaction between the two factors.

### 6.2.3. The role of other factors

This study considers motivation to learn English a general umbrella term describing a status and a feeling (Chapter 2). The constructs representing it are more able to clearly describe the situation and the mechanisms involved. From the other hand, motivation is
essentially a context-based concept (Brophy, 1987). The socio-cultural context determines the importance of one factor compared to another. One aspect becomes more relevant to a particular situation based on social backgrounds and cultural influences. Hence, when the social relations play an important role in a traditional collective society, only the most effective factors become more relevant. So, not all motivational factors are equally important.

Meanwhile, not all the other factors are totally irrelevant and non-existent in the subjects’ motivational orientations (Chapter 5). They exist but in constant interaction with the main influential constructs. The theoretical background provided in the Literature Review Chapter (Chapter 2) shows this as aspects of overlap among some factors of motivation (Murphy and Alexander, 2000). It also explains the complementarity between interest and SE, from the one hand, and among a number of other factors and their interaction with others, from the other.

The Expectancy-Value and Usefulness factor is the next in importance after interest and SE. Its importance seems to reflect the high level of expectations students have from learning English. Following others’ belief that English is important shows its liability to social influence. This influence is not, however, limited to interest and SE alone. Although the Integrative/Instrumental dimensions are usually shown as dichotomous, the questionnaire presents them as two separate choices which are not necessarily in opposition. On the other hand, positive social effects are very low when it comes to integrative motives. The students’ social background does not seem to support the integrative component of motivation. However, items three and five (Section Five of the questionnaire, Appendix 2), representing conformity with the surrounding milieu, show a large discrepancy. The large agreement with the idea that the student likes to learn English to communicate with the people who speak it is not purely instrumental. However, the social influence to produce an integrative motivation effect -item five of the questionnaire- was supported by only about a quarter of the participants. This shows that the integrative versus instrumental dichotomy is not always a precise determinant of motivational orientations. Although both items evoke the social milieu as a reference (colleagues/friends and people around me), the reactions are different. When social influence is eminent, the integrative orientation becomes much lower.
In fact, students’ answers show a high intrinsic orientation. Also, their denial of the role of families and teachers seems to negate the effects of social relations. However, some classmates have an intrinsic motivation to learn English and they discuss these orientations explicitly. This makes their liability to their peers’ influence reasonable. Meanwhile, the role of extrinsic factors cannot be totally excluded. This leaves us with no clear decision regarding the intrinsic versus extrinsic choice. Regardless of the type of motivation within this parameter, both interest and SE have been largely supported by the high percentages of the first and last items (Section Six of the questionnaire).

Regarding goals and external regulations, achieving future goals and getting higher grades than classmates are the most important choices in the questionnaire. This is in harmony with the goals expressed in the interview. The reasons presented for liking English in fact underlie goals for choosing to do so. Goals like finding a job and studying explain the most popular choice of future goals. These goals are aspects of interest in English and not necessarily an isolated component independent from the other factors of motivation. This overlap is clarified in the interview data where reasons for learning English reveal different kinds of interest, including pragmatic goals (2.5.2). Goals, therefore, represent aspects of the individual student’s interests. In fact, Ford and Nichols (1991) consider goals mental representations of a person’s interests. Meanwhile, like interest and SE, goals also result from the interaction of the person with his/her social environment (Boekaerts et al., 2006).

The different dimensions of motivation are highly interrelated to the extent that differences might sometimes seem a question of terminology and also a variation in emphases (Murphy and Alexander, 2000). However, the high popularity of interest and SE in both data collection methods is accompanied by their interrelatedness with a number of other aspects. These two factors are central to the definition of motivation within the Omani students’ socio-cultural context and they represent the most significant aspects of students’ motivation.
6.3. Social relations and L2 learning motivation

6.3.1. The role of social relations

The second research question addresses the role social relations play in influencing Omani students’ interest and SE to learn English. The perceived role of social relations was addressed by the self report questionnaire and the interview questions. Based on students’ recognition of discouragement, the number of students who received discouraging messages is 392, compared to only 82 who reported having received no discouragement.

The last section of the questionnaire -preceding the open-ended question- attempted to measure the effects of social relations on students’ interest and SE. Attributing low interest to the effects of people like friends, neighbours and classmates was not widely supported by students. However, when it comes to positive influence, students widely agree that these social relations influence their interest to learn English.

Meanwhile, talks with social relations are widely believed to influence SE levels. Quite unexpectedly, religious and cultural beliefs are not considered unfavourable to the learning of English. This magnitude makes their effects not expected to be negative. However, this does not exclude the existence of discouragement from social relations. Its effects were largely denied since only 46.4% agreed that discouragement effects influenced them. Now that the effects of social relations have been addressed, the need to elucidate the sources, limits and characteristics of these influences requires a discussion of the qualitative data.

Starting with the open-ended question in the questionnaire, two lists of reasons are drawn to account for resisting persuasion or being victim of its influences. The most popular reason for resisting other people’s persuasion is the belief that English is useful for the students’ future. The next reason for resisting persuasion is the respondents’ strong will and interest. The rationale behind these two reasons points to the subject’s interest in English and their awareness of its usefulness. Also, the availability of encouragement eliminates the negative effects originating from some social relations. On the other hand, the lack of encouragement and interest are behind the influence of
other people. These two factors clearly show that interest and SE are the main points of influence on students’ motivation. A discussion of the sources and mechanisms of influence will give a clearer picture on how these elements interact to influence motivation. The felt effects are lower than the received discouragement. This could be due to the feeling of self importance and confidence.

6.3.2. Effects of social relations on SE

Obviously, direct questions employed in self report questionnaires are often not likely to yield comprehensive accounts. Among the subjects of the study, 77.1% agree that people’s negative evaluation of their capabilities cannot influence their efficacy beliefs. Acknowledging the effects of others seems an indication that their integrity and self-confidence are being questioned.

Although the interview questions explicitly address the idea of influence, they skilfully avoid accusing statements by evoking ‘motivation’ in general or using lower tones and integrating confidence with interest. Also, once rapport is built, the context of the interview can make the interviewee more relaxed and likely to trust the researcher. These reasons account for some respondents’ acknowledgment that their SE was influenced by other people. The two aspects of help and encouragement - either their lack or their availability - determine the degree of influence of other people. Meanwhile, the level of closeness of the social relation decides on the degree of influence.

6.3.3. Effects of social relations on interest

For students, interest in English seems to be linked to the usefulness of this language for them and for their whole community. This finding is in line with the claims made in the Literature Review Chapter about the tendency of urban and traditional societies to pursue pragmatic endeavours (Ibn Khaldoun, 1958; Inayatullah, 1963). For Renninger et al. (1998), interest is an expression of the individual’s goals. Hence, in order to understand what makes students interested in English, we should look at its usefulness within the whole social context. Interest in learning English is essentially related to getting a job, pursuing studies, and the importance of English. These categories of reasons are approved by the social relations of learners (Appendix 13).
Meanwhile, the sources of influence are usually attributed to people these students interact with. The teacher is a major source of influence of students’ motivation. Other influences originate from the family, relatives and other people. Verbal persuasion employs a number of techniques that often aims at lowering interest in English. Apart from direct persuasion, these social relations exert influence on students’ interest through the lack of encouragement. Not giving the student enough encouragement is an indirect way of making him/her lose interest in English.

### 6.4. Closeness as an indicator of the strength of social relations

Feeling that an individual is close is determined by the provision of support. This support can be in the form of encouragement; as it is widely supported by female students. Other forms of influence include ‘advice’. The closeness of a social relation is often determined by his/her encouragement capacity. In fact, the teacher was sometimes viewed as being closer and more influential than parents. This is not necessarily because of the feeling of intimacy (Shaffer, 2005) or physical proximity (Borgatti & Cross, 2003). The importance of closeness is determined by the encouragement—also urging, reassuring—this individual can provide. The verbs ‘urge’, ‘encourage’ and reassure’ were the most recurrent in the accounts about the effects of people’s influence. Therefore, the level of encouragement as the main indicator of closeness and effects is also the gauge for the strength of social relations. Close social relations are not necessarily those of close relatives and family members.

#### 6.4.1. Closeness and social influence

Closeness plays an important role in determining the influence of social relations. The aspects of influence of these relations show that this factor is responsible for enacting change. However, this closeness is not always an aspect of kinship or mere emotional proximity. It is essentially an indication that the close partner fulfils an important affective role.

Kinship relations are considered close people not because of kinship only, but also because of their ability to provide moral support in the form of encouragement (6.4). A brother or a sister is very often referred to as a source of support. Hence, their negative
effect is usually neglected. Parents are also close and influential as far as they provide encouragement and necessities.

Although friends’ influence is nearly as important as that of teachers and parents, its strength depends on closeness and attitude. The latter refers to the conformity among friends that builds trust. Compared to the family intimacy, a friend’s closeness is different. A friend is considered ‘close’ based on the frequency of encounters and the level of trust and intimacy (section 6.4.1). The categories presented in Appendix 18 show the elements of support that determine closeness. In fact -from data gathered on the effects of social relations- for a friend to be considered close, there are three main criteria: trust, intimacy, frequency of meetings, and conformity of attitudes. However, these features are not required from a parent or family member. A family member is influential as far as s/he provides support, whereas a friend needs to be close in order to achieve this. This shows that closeness has an affective (trust, intimacy) dimension, that is often part of kinship relations.

Teachers are not expected to be close in order to exert influence. Although not all teachers have this ideal status, closeness is not explicitly stated as a requirement. A teacher whose ‘professional’ capacities are trusted can be influential. An analysis of the verbs, expressions and adjectives used to typify an influential teacher (5.4.3) shows some affective features indicating encouragement and support as well. The unfriendly teacher has a negative rather than positive influence because s/he cannot provide support (advice, explain, help, etc.). Being kind, good and cheerful complement the supportive features to give a moral support characteristic to the influential teacher. Hence, the implicit ‘closeness’ of the teacher is only a facet of affective and supportive requirement.

The category of ‘people’, ‘others’ and ‘other people’ are, by inference, those who are not close to the respondent. Their capacity of influence is often limited; possibly due to the lack of closeness. However, they can be influential when their attitude towards learning English is positive and accepted. Through the support it provides, this attitude is likely to make the students trust the source. Voices having negative attitudes, especially originating from undetermined ‘other’ or ‘people’, seem to indicate suspicious intentions. The content of a positive attitude implying admiration (F9-2) is
what subjects like to receive from others. Although they are untrustworthy, positive attitudes that help enhance efficacy beliefs are cherished. Hence, the need for affective support is also useful even from ‘others’ and ‘people’. In the following graph (Figure 27), the concept of closeness is shown in all its magnitudes and dimensions:

![Diagram showing aspects of closeness in social relations and their dimensions.](image)

**Figure 29: Aspects of closeness in social relations and their dimensions.**

The term closeness covers the wide range of positive feelings the respondents have towards a person or a group of people who can offer them trust, support, encouragement and positive efficacy beliefs. This good feeling provides the channel of influence and gives more importance to the affective dimension.

### 6.5. The affective dimension

In the qualitative data, the lack of encouragement was explicitly supported by five students to justify why people don’t like English. Encouragement is in fact an umbrella term underlying an affective dimension. It also refers to moral support given to the student. Other terms used by respondents to explain the effects of social influence (section 5.4.3) include help, advise, urge and reassure. These terms underlie an
expected need of comfort. There is also a use of some phrases like ‘work together’, ‘exchange help’, ‘exchange ideas’. These refer to the help expected from friends and family members. Likewise, relatives also provide advice, praising and encouragement. But, others can evoke ‘teasing’ and ‘create frustration’.

From the other hand, the help needed from a teacher is expressed in a much longer list. The actions of many of these verbs have affective effects: help, urge, explain, benefit, advise, interact, encourage, participate, treat well, and overcome difficulties (Appendix 18). Encouraging, treating well, urging, and helping, for example, are likely to provide moral more than material support. Students expect teachers to remind them of their goals/tasks and make them feel competent. They should also make them feel good by supporting them and overcoming difficulties. These actions make the teacher become ‘like a parent’ (Appendix 18) and students like the language. Nonetheless, being ‘nervous’ and ‘not having a good relationship’ with students make a bad teacher.

There is also an emphasis on the need for ‘love’, ‘affection’ and ‘prayers’ (section 5.3.5. b). The need for moral support is generally more popular than the material one in the effects of social influence. The affective needs of the respondents are expressed through the actual and required effects of the social relations. The affective aspects of the subjects’ L2 learning experience were also emphasised in a study carried by Schumann (1997).

The actual effects underlie a lack of security which the required effects seek to provide. Both kinds of effects are linked to the linguistic mechanisms employed in social interaction. However, the magnitude of influence largely depends on the linguistic devices employed in social interaction. This leads to the discussion of the role of linguistic mechanisms and the effects of social interaction.

6.6. Social interaction and linguistic mechanisms

6.6.1. The mechanisms of influence dimension

Social interaction, in general -and linguistic interaction in particular- exerts influence on the learners of English through the affective and pragmatic dimensions. The main
concern of the last research question is to verify the role of linguistic mechanisms and the effects of ordinary social interaction. Social relations have attitudes towards learning English. These attitudes are expressed through linguistic mechanisms which aim at influencing the addressee through a list of strong and effective devices.

Negative attitudes question the capacity of the addressed students using negation and modals verbs (e.g. cannot). Also serious accusations of liability to the influence of the Western civilisation are employed. These accusations are introduced through affirmative sentences revealing certainty that is likely to assure the listener. These sentences cover the judgment of the students and of learning English as well. Although there is a large consensus among the students interviewed that English is highly useful, some social relations try to challenge this view. Generalising expressions with high certitude is meant to support the belief expressed and produce the desired persuasion. The repetition of pessimistic expressions like ‘difficult’ is strengthened by the use of condemning attitudinal lexis (‘destroy’, ‘invasion’, etc.).

Meanwhile, positive attitudes employ a different set of linguistic mechanisms. The use of amplification through praising adjectives provides encouragement. Also, the modals employed stress ability. Positive valuation of English is revealed through the use of nouns for utility tools (arm, tool) and usefulness adjectives (essential, important, etc.). Modality also reflects advice (should) and ability (can).

Other devices, like metaphor and anecdotes, also include highly persuasive devices. The strength of the metaphoric language shows strong, even insulting (‘swine language’ M11-2), condemnations of English and of learning it (‘the language of the Indians’ F10-3), as narrated by other people. On the other hand, the anecdotes report expressions of regret for not having learned English or people’s appreciation of those who achieved academic and professional success. However, these mechanisms are different from those employed in normal social interaction.

6.6.2. The social interaction dimension

The content of the interaction among people in casual social encounters reveals the likelihood of influence from social agents. These agents are not necessarily normal
social relations who are part of the respondents’ friends, teachers, colleagues or family members, for example. This kind of social interaction also shows how English and the learning of English as L2 relate to general topics of interaction. Generally, the respondents’ attitudes are considered either supportive or unsupportive of the learning of English. These attitudes are conveyed through the type of language used like adjectives and verbs. However, the effects of messages depend essentially on their content and on the intentions behind them. This reveals the role of trust as a major aspect of closeness. Closeness -and not the mere mechanical effect of linguistic devices- is what mediates the role of social relations in influencing learners’ motivation to learn English as L2.

Not only linguistic devices are useful, but also social comparison. Comparing oneself to others can also motivate the individual learner. Using others as models enables the person to assess his/her capabilities. If somebody else from the same community can perform a particular task, the individual’s efficacy beliefs become higher.

This effect was discussed by Bandura (1997) as the ‘vicarious experience’. Social comparison was in fact supported by the literature reviewed (Cotterell, 1996; Schunk, 1991; and Bandura, 1997) and considered one aspect of social influence. Bandura (1986, 1997, among others) didn’t only acknowledge the role of verbal persuasion, but also emphasised the effect of comparison with others on SE. However, this agreement among researchers doesn’t address the context-specific extent and type of influence social relations produce. Although the role of social persuasion was largely supported by the study data, its effects seem to be mediated by other factors. The role of closeness -as discussed above- largely determines the type and extent of these effects. In the socio-cultural context of the study, closeness is determined by factors other than kinship alone. A relative is not always close. The closeness of a person is based on the provision of trust, support and encouragement. Trust reveals the good intentions of the close individual. Meanwhile, support and encouragement represent what Omani students expect from others to help them increase their motivation to learn English. Closeness here plays the role of a moderator of the level of interest and SE. By determining the degree of influence, it sets the level of motivation to learn English and the actions dedicated to it. In order to explain this dimension, it’s better to use the
metaphor of osmosis, a concept which explains the human body cell’s intake of nutrients and the level of saturation. The elements of the osmosis principle (section 2.12) demonstrate the individual student within a structured bon of ties with other members of the social structure. The representation of interpersonal relations within a set of social relations is reminiscent of the concepts behind social network studies. The analysis of social relations adopted by this study shows the extent to which the examination of social networks can also be relevant.

6.7. Social networks

This section aims at establishing a possible parallel relationship with social network analyses. The social analyses employed in this study show that there is a potential influence of social networks on students’ motivational orientations. This relevance is derived from the systematicity of the associations and the possibility of visualising them. The types, qualities, properties and classifications of networks may be employed to further investigate how social networks influence Omani students’ L2 learning motivation.

At first, social network was used to designate a metaphorical depiction. The need to describe the structures of social relations both at micro and macro levels necessitated a perspective to analyse them as networks and represent them on diagrams. The interpersonal dimension of relations thus required the study of "structures of relationships linking social actors." (Marsden 2004: 2727).

By definition, a social network is "… a boundless web of ties which reaches out through a whole society, linking people to one another, however remotely." (Milroy and Wei, 1995: 138). The analysis of the strength of these relations and the nature of their content is among the scope of interest of social network studies. In fact, social networks study social relations using basic concepts of nodes and ties. Nodes represent individuals within the network and ties refer to the relationship(s) between these individuals (Cotterell, 1996).
6.7.1. Social Network Theory

A social network study is a representation of patterns of people’s relations that facilitates the interpretation and analysis of their structure. Its innovative contribution to the study of motivation, and behaviour in general, lies in its capacity “…to consider human behaviour in terms of its immediate social context…” (Cotterell, 1996: 14). Social Network Theory explains human behaviour within its social context using network structures. It also describes social relations relying on density and the strength of ties.

a. Origins of Social Network studies

Both Graph Theory and Social Anthropologists were at the origin of the concept behind Social Network Theory. For Anthropologists, behaviour is constrained by social life of which social networks make a major aspect. For Social Anthropologists, the structure of personal relations accounts for the type and sources of the influence exerted on members of the community. They normally find a dense and multiplex network, for example, more likely to impose a particular set of norms on its members. The emergence of social network studies was in a period of dissatisfaction among anthropologists with the limitations of the concept of social class. This concept, in fact, was not of much help when anthropologists needed to account for the diffusion and innovation processes in contexts where the notion of social class did not fit in very well (ibid). Uneven class allocation in societies is very common where classifications according to social class are loosely established.

Types of networks depend on some general features. Hence, they help analyse not only the density of networks, but also the type of content and the relationship qualities. According to Seed (1990), these features can be either qualitative or quantitative. The quantitative density feature looks into how much content a particular network has. In other words, it attempts to answer the question: "How far are the different people who feature in the network in contact with one another?" (ibid:38). The frequency of contacts between members of a network determines, to a large extent, the capacity of exerting influence. On the other hand, qualitative features focus on the quality of relationships by analysing the relational content and describing its different types (ibid).
b. Social relations and social networks

Whereas the study of social relations provides information on the type and content of relationships between individuals, social networks are more focused on the structural dimension of network ties. Social relations are built to meet a need for socialization, especially for adolescents. They build peer groups based on face to face interaction, voluntary association and cooperation (Seed, 1990). However, in order to study the influence capacity of network relations, a distinction between the actual groups an individual is member of and the reference group one can identify with has to be made. The actual group is based on direct contact and interaction, which is likely, theoretically at least, to assure a high level of influence among members. However, Cotterell (1996) maintains that, like the actual group, a reference group can also create influence. The reason for this is that influence is a matter of individual affiliation rather than being an aspect of participation. However, since social interaction and the frequency the actors meet determine the effects of social network ties (alters), the influence of a reference group becomes quite marginal. Abdesslem (2002) advocates the concept of ‘discourse community’ which refers to a reference group with whom the L2 learner develops a social network. Although his account supports the influence capacity of network ties on the development of attitude and motivation in L2 learning, Abdesslem excludes the effects of other networks, especially those representing the mother tongue community. He maintains that when a learner develops a dense social network with members of the target language community, s/he becomes a second –rather than foreign- language learner. However, this position does not seem to provide any explanation of how social networks can affect the social identities and attitudes learners bring to the L2 learning classroom especially at the onset of an L2 learning programme, before any affiliation networks are built. However, Abdesslem’s account provides an innovative, methodical and insightful attempt to associate between social networks and L2 motivation studies. 

The present study demonstrated the effects of social relations on students’ interest and SE to learn English (sections 5.4.2 and 5.4.3) and how this determines their motivational orientations. However, for a more systematic examination of the features of social relations, a social network analysis is likely to offer a deeper understanding of the influence capacity. The fact that network studies consider direct and indirect relations is in fact more related with social network studies. Meanwhile, compared to
conventional social analyses, social network studies are likely to offer a more innovative approach.

c. Structural versus social network analyses

Although sociologists admit the need to employ social structures for the explanation of behaviour, they often rely on categorizations which reflect conventional views. These categories as well as the structurally-based studies end up by treating individuals as mere structural units. Thus, the structural views analyse individuals in terms of the attributes each individual has. Closeness is, thus, determined by the attributes individuals share. If a group, for example, belongs to the same social class, individuals belonging to this group are likely to share a number of attributes and their behaviour is explained as an aspect of this belonging. Norms are, in a sense, the outcome of the individual's structural position. Hence, behavioural patterns are determined by structural positions (Degenne and Forse´, 1999).

However, for Social Network analysis, these patterns are identified after the examination of the overall relations within a social group (ibid). In addition, the social network analysis studies individuals in their relations to others within affiliated structures. However, the structures are made up of network relations and not of a priori set of categories. Hence, the aim of these studies is to explain social phenomena using social relations resulting from interactions, either direct or indirect, between individuals. Social relations' influence on norms and attitudes is one particular phenomenon the study of which is likely to shed light on the way motivation for a particular action is formed and maintained. To study these influences, like any other social phenomenon, the social network analysis employs either a personal or a total network study (Degenne and Forse, 1999). Whereas peer groups constitute members who meet regularly, social networks are made up of people who have meaningful contact, specific roles and who reflect a particular structure (Seed, 1990). The boundaries of these networks are defined by the role of the network itself. Thus, a network is only a representation of patterns of relationships and an analysis of its qualities.
6.7.2. Qualities of social networks

The qualities of social relations also represent another source of influence. Although the classification of relationship qualities provided by Seed (1990) applies to social work, the categories employed can be used in motivation research. Some categories are in fact relevant to the study of the effects of social networks on determining interest and SE levels of L2 learners. Among the qualities of relationships suggested by Seed (ibid) the following three are significantly important: sentiment, esteem and influence. These are the ones that can account for the effect capacity of network structures (ibid).

a. Sentiment

Regardless of the instrumental aspect of interpersonal relations, the feelings one actor has towards the others are capable of indirectly influencing choices and attitudes. The feeling of fear, anger or respect one might have towards another actor in the same network can result in the adoption or rejection of a particular attitude. This study demonstrated how affect determines the degree of closeness and influence. The expected help, support and encouragement show the affective dimension of the social relations (sections 5.4.4 and 5.4.5). This also reveals the extent to which personal networks of direct and indirect relations have affective dimensions. Also, the general motivation indicator section of the questionnaire reveals the importance of the affective dimension (section 4.2.1.b).

b. Esteem

The feeling that the actor has a functional role in relation to others gives him/her a central role within the community. It also gives the relationship with others a particular quality. The role of teachers as a source of esteem was discussed in section (5.4.3). The list of what students expected from teachers (section 5.4.4) reveals the central the teacher has in the learning process.

c. Influence

As an aspect of relational content, influence capacity has to look at the mechanisms responsible for inducing influence. The sources of influence shown in Table 25 are compared in Figure 23.
This explains how the sources and relevant qualities of these relations influence the students’ interests and efficacy beliefs.

Both the qualities of social relations and the effect ‘port’ of network ties are sources of influence that can affect individuals’ norms and value systems. However, types of social relations determine the extent to which this influence (section 5.4.3.b) is effective and the types of networks that are likely to exert pressure on choices and values.

6.7.3. Types of social relations

Types of social relations are normally characterised as: kinship relations, spatial relations, school or workplace relations, and personal affiliations. Early childhood and adolescent relations are generally based on face to face interactions and mutual benefits. Three types of groups can be distinguished: cliques, crowds and gangs (Cotterell, 1996). Cliques are normally small groups of same-sex friends who are of almost the same age group. Crowds are larger groups, often of opposite sex, gathering young people from different cliques. When adolescents gather in a group whose behaviour is often antisocial, we can talk about a gang group.

Friends and peers are not only companies that we identify with; they are also sources of social influence. Friendship is generally the label given to a voluntary relation which associates people with those whom they can freely choose. It can be based either on similarity or on complementarity between people (ibid). Friends’ networks are in the form of concentric circles extending from significant others, the closest friends and intimates, to acquaintances that know each other’s names and may exchange a few words from time to time. Peers are also thought to shape both positive and negative behaviours. In a recent study carried by Ellis and Zarbatany (2007), a social group of peers was shown to be responsible for facilitating socialization and determining the type of behaviour a child is likely to exhibit. The influence of friends and peers, as this study shows, can be salient when it comes to academic motivation. Although most researches agree that peers affect each others’ academic engagement, Kindermann (2007) demonstrated that peers who interact most frequently are the most influential on the child’s level of classroom engagement. The interview data of this study show the existence of cliques usually referred to as ‘friends’. Figure 24, for example shows how
close friends influence the level of self-confidence for F11-2. However, classmates are known to have negative influence on M10-3 and F11-4 (Figures 25 and 26, respectively).

6.7.4. Significance of social networks

The significance of network studies lies in its ability to investigate aspects of social life effectively. This model has the capacity of scrutinizing each foci of association within a community and the effect of each type of association on individual actors. One significant aspect of network ties is the ability to employ either a sociocentric or an egocentric perspective. The former is an examination of the whole network of actors, their relations, the properties of the network as well as the position played by a particular actor as compared to others in the same network (Marsden, 2000). However, the egocentric perspective focuses on the individual actor and the relevant network ties neighbouring his own with a constant reference to the interpersonal aspect of interactions. This study has the individual learner as the main focus and chose to investigate the immediate social relations of the students. These aspects of personal relations resemble the principles of personal network analysis.

6.7.5. Classifications of networks

One approach to perform social network analysis is to distinguish between three main types of networks. These three types are: egocentric networks, systematic networks, and diffusion studies (Marshall, 1998). For the egocentric network, the unit of analysis is the single individual. Bott (1957) believed that the study of the function of a particular network can rely on self-report. Systematic networks are more oriented to the over-all structure of the network concentrating on all the participants, or a portion of them. This perspective was advocated by Granovetter (1974). However, diffusion studies aim at revealing the shape and form of flow of information and diffusion of norms and values. The study of the influence of social network ties on the individual’s L2 learning motivation is better achieved through egocentric network analyses. Because personal network content and structures help focus on the influence capacity (Kadushin, 2004), the study of individual relations was very useful for this study.
Another classification is the use of the principle of closeness. Closeness is defined by the individual actor's proximity with those who constitute the most advantageous ones. Marsden and Lin (1982) use the criteria of closeness as an aspect of social and psychological intimacy which ties them to the people they make recourse to in times of crisis. These are referred to as significant others. The parameter of closeness as a kinship, geographical or psychological attachment is likely to analyse the social structure of Omani students. This parameter is significant in their collectivist society.

6.7.6. Properties of networks

The study of network properties includes measures of density and centrality (Marsden, 2000; Coromina, Guia & Coenders, 2005). The properties of strong and weak ties are also essential in determining the degree of influence and value change within networks (Granovetter, 1983). These four properties are relevant to the study of the influence capacity of network ties on Omani students’ motivation to learn English as L2. There is an essential need to examine the qualities of students’ networks which result in influence on motivational orientations.

a. Density

In a situation where everyone knows everyone else, a network is said to be dense. To be more precise, it is not only the capacity of knowing which determines network affiliation. Seed (1990: 38) defines density by answering the question: “...how far are the different people who feature in the network in contact with one another”. Generally, density is used to refer to the strength of connectedness among social network members (Marsden, 2000). A dense network effectively responds to the pressure for conformity. In a dense network, the level of socialisation in a community reflects the individual's integration into the 'interaction rituals' of the group, which often gives a feeling of being part of a solidarity group, which in turn enhances well being (Collins, 1988). Although the study of density reveals the conformity orientation, it seems less important than closeness. The latter better shows how trust and encouragement and the use of linguistic devices influence the level of interest and SE (section 6.4).
b. Centrality

Centrality refers to the central position of an actor within a network. It is measured by the number of ties s/he is joined to. This, consequently, helps determine key actors, hence, indicating the status and influence capacity of the actor (Freeman 1979). However, it is also an indicator of hierarchy. Compared to other actors in a network, the more central an actor is the more influence s/he is likely to exert among other nodes (ibid).

There are three main aspects of centrality: degree centrality, closeness, and betweenness (Coromina, et al., 2005). The degree to which an actor is connected to his network, as reflected by the number of nodes in his/her network, is what measures degree centrality. Closeness is defined in terms of the short distances an actor has within a network. Close actors are believed to influence other members of the community. However, betweenness measures the degree of location between other nodes. This is often an indicator of the ability of actors to operate as bridges between different individuals and groups (Freeman, 1979). However, the analysis of social relations adopted by this study revealed that closeness is not an aspect of kinship or any other proximity (section 7.4). It has a wider affective dimension based on the trust the individual places in other people. Meanwhile, closeness is an indicator of the strength of social relations.

c. Strong ties

Granovetter (1973) defines the strength of ties in terms of the dyadic content of the relation: intimacy, intensity and the value of services exchanged. Strong ties are, therefore, qualified with a level of intimacy reflecting a feeling of closeness. This includes close friends and relatives. The strength of the ties enables communities to enforce its patterns of behaviour and preserve its norms. Unlike Granovetter's view, strong ties are believed to play a significant role in enforcing community values and norms. The concept of closeness as an aspect of social relations is advocated by this study as representing the strong ties. The strength of these ties is measured by the effectiveness of the influence (section 6.4).
d. Weak ties

Weak ties are thought to play a major role in spreading information and diffusing innovation. A network tie is said to be weak if its addition or removal does not change the overall structure of the network. These ties are often called ‘acquaintances’ (Granovetter, 1973, 1983) who “… are less likely to be socially involved with one another than our close friends (strong ties)” (Granovetter, 1983: 201). The common understanding was that strong ties play a more significant role in introducing innovation and initiating social change. By relying on acquaintances, Granovetter (1973) could challenge this assumption. He applied this principle on job search and found out that weak links help establish a connection between the acquaintance of the acquaintance and, therefore, reach larger areas. Weak ties are more useful for information search and diffusion than strong ties.

Among these properties, those related to density and closeness are significant. They are likely to explain the influence capacity on individual learning endeavour. Strong and weak ties can also be relevant to measuring the extent of influence on L2 learning motivation. However, influence was demonstrated to be an aspect of closeness and trust. The effects of ‘people’ and ‘other people’ are not negligible. When the effects are considered negative, those who are not close can become influential (section 6.4.1).

6.7.7. Social network studies and motivation research

The study of network relations focuses on the effects interpersonal relationships have on information flow, norm diffusion and the implementation of change within social groups. The study of opinion and attitude change -including motivation- was undertaken by different network studies, notably, social influence network theory (Friedkin, 2001) and personal (ego) network theory (Everett and Borgatti, 2005). Meanwhile, the effects of social relations can be taken from social network perspective. The study of Omani students’ social networks can reveal the social influence on interest and SE to learn English as an L2. This potential employment of network studies can be explained with reference to Network and Social Influence and Network theories.
a. Social Influence Network Theory

Social influence network theory studies attitude change (Friedkin and Johnsen, 2003). Its basic aim is to examine how consensus is built (Friedkin, 2001, 2003; Friedkin and Johnsen, 1997). Its assumptions originate from the theory of social power (French, 1956). Hence, social influence theory accounts for the change in opinion and attitude enacted by a social network of influence. This was in fact the central area in the studies of ‘group dynamics’ (Friedkin, 2003). However, the social psychological origin of these studies was diverted by the shift of interest in Cognitive Psychology. Social influence network theory retains the initial determination to unveil the mechanisms responsible for the change in attitudes and opinions and the production of consensus (ibid). These mechanisms include the modelling resulting from interpersonal influences. This theory has three principles: determinism, decomposability and continuance (Friedkin and Johnsen, 1990). Like in other social network accounts, it is believed that human attitudes are determined by a set of ‘causal variables’ (ibid: 195). The opinion formation process goes through periods that can be decomposed with the possibility to determine the length each one takes. Continuance refers to the continuity in the process of attitude and opinion development.

Although social influence network theory recognizes the effects of interpersonal relations, it fails to provide a more explanatory and comprehensive account of the mechanisms involved in initiating change in opinions. Therefore, this account does not enable the researcher to focus on particular individuals with the aim of studying the impact of their personal networks on their motivation to engage in a particular activity. The study of the mechanisms of exerting influence within social relations makes the role of personal networks more relevant.

b. Personal Network Theory

Studying the effects of network relations on individuals’ choices, attitudes, interests and value systems can be best dissected by examining personal networks. The main reason is the focus on the sources and mechanisms of influence this perspective is likely to offer. The present study used the students’ social relations to analyse these sources and mechanisms. In order to analyse the effects of social networks on individuals’ L2
motivation, this study adopted the analysis of personal relations. This type of analysis is similar to ‘ego-centred’ network analysis, which focuses on a particular individual actor (ego) and the actors connected to him/her (alters) as well as on the connections which link alters (Everett and Borgatti, 2005). This is also used to study all those who have direct or indirect links with this individual. In representing this type of network, we can include all the people the ego interacts with in radius. The first one includes those who are closer to the ego, the second, those who know him/her indirectly (Newman, 2003). An ego-centred perspective enables the researcher to map the connections, either first or second order, around a central actor (the ego).

Personal networks can be classified as behaviour patterns which group individuals according to the social activities they engage in (Degenne and Forse, 1999). Work-related and entertainment activities, for example, provide structures for the study of the effect of human relations. Within personal networks, the effect of influence is enacted through social interactions in which influential people serve as channels for spreading information and exerting influence (ibid). Following discussions, the individuals influenced gradually adhere to the new norms. Unlike Granovetter (1983), Degenne and Forse (1999) rely on the role of dense networks to diffuse influence. High degree of betweenness and denser networks are likely to lead to the influence of one individual over another’s value system. However, for Cotterell (1996) influence takes place during face to face encounters but with the aim of achieving conformity among individuals. Conformity, which expresses a desire for acceptance, makes social relationships influence individuals’ beliefs, attitudes and behaviour. These beliefs and attitudes include people’s beliefs about what they can achieve in terms of goals in life and the choices they can make.

In their discussion of the merits of adopting ego-centred networks, Everett and Borgatti (2005) could identify a number of advantages that make the study of the content and role of relationships easier. First, these networks are characterised with “the ease of collection of data compared with collecting data on whole networks” (ibid: 31). Second, the simple structure of personal networks is known to facilitate the collection of data.
In addition to these advantages, personal networks reveal the attachment dimension in interpersonal relations. As sources of attachment, these relations influence motivational orientations of network members. At an earlier age, attachment to significant and trusted others can provide encouragement and success in school tasks. In line with this, Tomada, Schneider, de Domini, Greenman & Fonzi (2005:315) concludes that “motivation for school tasks is bolstered by intimate interpersonal relationships.” Meanwhile, encouragement can also explain the effects of interpersonal relations on efficacy beliefs.

What the study of ego-centred networks can add to the analysis of social relations is the representation of these patterns and the study of the features of these networks. Taking these relations as social networks can add a more systematic dimension to the measurement of the effects of influence. The measurement of these effects and their directionality can be made possible by analysis of the features and qualities of network relations (sections 6.7.2 and 6.7.6). Meanwhile, the study of the analysis of the effects of social relations interest and SE can take a social network dimension.

### 6.7.8. Social networks and SE

Personal relations affect, not only the value system of the individual, but also his/her beliefs about personal capabilities, including the sense of SE. In his discussion of the role of social relations in exerting influences on personal choices, Cotterell (1996) argues that beliefs about one’s future prospects have direct impacts on emotional situations. Consequently, an individual’s evaluation of his/her capabilities is an indicator of the possible selves. SE levels therefore determine what an individual is likely to achieve. In addition, Cotterell (ibid) explains that individuals’ judgments of capabilities depend on the environments they live in. This primarily includes the social environment as well as personal relations. SE can also play the role of a moderator of the effects of other actors’ influence. What can possibly make the study of these social relations analyses of social networks is the use the qualities and properties of networks (sections 6.7.2 and 6.7.6). This can include the study of the effects of network qualities on social comparison and the provision of resistance and support.
One major aspect of social relations is the opportunity to make comparisons between the actor and other individuals (ibid). Other actors do not always provide models for their peers; they can sometimes be objects of comparison depending on the qualities (esteem, influence). The latter can result in influence and conformity. In fact, the reason why comparisons lead to change in attitudes, interests and choices is the impact they have on SE levels. Comparisons with similar individuals in the network support the beliefs in one’s capabilities. This in fact best illustrates the role of social networks in affecting SE.

Nonetheless, SE can be used to resist change. Stacy, Sussman, Dent, Burton & Flay (1992) found out that people who have a strong belief in their capabilities use their SE to control the influence of others. Thanks to their high sense of SE, they succeed in resisting external influences regardless of the influence of the qualities of their networks. However, for Kadushin (2002), SE is one type of early motivations. From early childhood, children seek protection, comfort and efficacy.

In addition, social networks are significant sources for the provision of social support, which indirectly determines the individual’s SE. First, personal attributions of the outcome of past events are determiners of efficacy beliefs. The sense of achievement after a successful task, for example, is normally accompanied by a feeling of increased competence. The success in this case is attributed to the individual’s capability to do similar tasks. In fact, attributions are informed by internal and external sources (Bandura, 1986). However, SE development depends on a more complex cognitive operation essentially based on self-evaluation of capabilities. This evaluation underlies a number of cognitive processes that include attention, memory and making inferences (Bandura, 1997). All these processes depend on four main sources: previous experience, vicarious learning, verbal persuasion and physiological status (section 2.5.2.c). In all these sources, significant others play a central role in gearing the interpretation of one’s capabilities. Our interpretations of previous experience are determined by other individuals. Also, vicarious learning and physiological status are dependent on significant others. Vicarious learning refers to the comparison people make between their abilities and those of similar others. If other people within a person’s network can achieve this task, the individual’s sense of efficacy is raised.
Schunk (1991) believes that students’ SE originates from peers and classmates who offer subjects of more reliable comparisons. This shows the role of esteem (discussed in section 6.7.4). Meanwhile, for some L2 learners whose expectations are not met, comparisons would lead to lower SE and frustration (Horwitz, 1989). Also, interpersonal interactions facilitate the definition of peers’ status and capabilities. On the other hand, the physiological status can also reflect an evaluation of the expected outcome of an action. This evaluation is partly dependent on how we think significant others will evaluate our performance.

Obviously, verbal persuasion reveals the extent to which significant others can alter our choices and determination first by evaluating our sense of efficacy. Positive evaluations of perceived abilities are proofs of high SE in specific tasks. Meanwhile, negative attributes to our ability beliefs, when expressed by others, can lower our efficacy beliefs. Therefore, social network relations have a significant effect, either directly or indirectly, on the formation of efficacy beliefs. However, the mechanisms and processes involved in these influences as well as the conditions under which these effects can be controlled do not seem to have been fully explored. An analysis of the degree of effects and the context of influence of social network relations on SE prospectively leads to the determination of other aspects relevant to motivation in language learning, notably interest. For Bandura, high SE “fosters intrinsic interest and deep engrossment in activities” (Bandura, 1994: 73). Moreover, individuals develop a sense of interest for tasks in which they feel self-efficacious (Bandura 1986).

6.7.9. Social Network Theory and interest

Interest shaping is also an aspect of the influence of interpersonal relations. Kandel (1978) considers it an aspect of indirect influence generated by interpersonal ties. Personal relations help develop common interests, either academic or non-academic. However, personal networks can create direct influence on choices and interests as well as on the value system by means of linguistic devices. These influences are related to the properties of networks (density and centrality) and their qualities (sentiment and influence). To enact these influence effects, peers can use urging and teasing (Cotterell, 1996). Hence, influence is achieved through linguistic devices (section 5.4) that
persuade the individual to adjust his/her behaviour to conform to the norms of the group.

Interpersonal relations affect the choice of goals to pursue, including interest in academic tasks. In fact, there are two possibilities to explain the type of effect social relations have on interest. First, these relations can play an adjustment role for the individuals’ behaviour and reduce the negative effects of stress (Wentzel, 1998) which, in turn, facilitates the development of interest. Second, the support received from the social environment can also encourage the individual to pursue highly valued goals and interests (Deci, 1992). However, some other studies also attempted to examine the direct relationships between interest arousal and social relations. For Hartup (1996) and Hartup and Stevens (1999) adolescents develop interests that tend to be desirable by their friends. In a recent study, Wentzel, Barry & Caldwell (2004) support the indirect relationship between friends’ characteristics and the adjustment of behaviour. In fact, the relationship between the quality of friendship, prosocial behaviour and academic success “is mediated by academic distress” (ibid:196). In addition, interest in school subjects is found in students who have supportive friends (ibid). Therefore, friends influence the individual’s school success and interest in academic subjects.

The influence quality parents enjoy (Figure 19) can also be influential in determining a child’s interest in academic subjects. Students’ value systems are affected by their perception of their parents’ values (section 5.4.3). They internalize the norms indirectly introduced by their families even before the period of adolescence (Noack, 2004). In fact, parents’ influence on orientations and interests are enacted through three main channels (ibid). Parents transmit cognitive competencies by setting standards for their children, provide opportunities to pursue academic careers, and explicitly state attitudes towards academic achievement (ibid). Nevertheless, not only parents and friends have the capacity of affecting an individual’s attitudes, interests and orientations. Significant others, including teachers, are also influential. As they provide social support and attachment, they have the capacity of influencing orientations and interests. This influence was found to correlate with school failure (Domagała-zysk, 2006). Although these accounts provide either direct or indirect explanations of the influence exerted by the social environment on individuals’ choices and interests, neither the social channels
nor the mechanisms responsible for enacting these influences have been clearly revealed.

6.7.10. Interim summary

The study of the effects of social relations of motivation revealed the sources and mechanism of influence. However, a social network study is likely to measure the strength of this influence by systematically assessing the qualities and properties of these networks. Personal networks focus on the individual actor and the actors’ networks surrounding them. The aim is to analyse the interpersonal structure of the actor’s network. The study of the effects of social network relations on interest and SE can best be analysed by focusing on personal networks. Both social analyses and social network studies examine the effects of interpersonal relations. However, the social network study of the qualities and properties of these relations is likely to reveal the strength and importance of these effects.

6.8. Pedagogical implications

Apart from the insights this study findings provide, they have a number of classroom applications. They are also likely to have more insightful pedagogical implications on English as L2 learning programmes and on courses and teaching practices, in general. The implications also cover the aims and conceptions related to L2 learning in the socio-cultural context of the study.

The classroom applications of motivation research largely benefits L2 teaching. Teachers’ understanding of what motivates their students in an L2 classroom facilitates their task and makes learning activities more relevant and meaningful. However, Dornyei (2001: 103) argues that motivation research was not capable of providing effective recommendations to teaching practitioners. His argument is based on the fact that a coherent theory of L2 motivation has not been developed yet. This problem nevertheless remains in the absence of a local paradigm which derives relevant principles from the immediate environmental factors rather than in the availability of an all-inclusive theory. It is because the development of local understandings of effective motivational factors has not been endorsed in motivation research that classroom
recommendations remain too theoretical or quite irrelevant for actual practitioners. Gardner’s theory of integrative motivation is an example of the context-based framework the applicability of which remains largely confined to its immediate socio-cultural context.

However, there are principles which are more relevant to specific learners in specific socio-cultural contexts. The influence of social relations on interest and SE, for example, better examines the effects of social factors on L2 motivation in Oman more than other general principles. Hence, the mechanisms of influence and the extent to which they influence motivation provide an insight into the aspects that determine learners’ motivation. This understanding is liable to direct classroom implementations within its immediate context. However, the applicability of the study findings can be extended to cover a larger geographical area of the Arab-Islamic civilisation, where similar principles of the socio-cultural context are still applicable. But, specific affinities of any context are left to local researchers to determine.

The analysis of the interview data shows that teachers have three main kinds of influence on L2 learners (Section 5.4.3.b). These kinds of influence are: provision or the lack of encouragement, the desire to show interest and efficacy to the teacher, and the feeling that something has been learned or achieved. The most prominent factor echoed in the whole literature was encouragement. From encouragement were derived two important kinds of influence, notably affect, and support. Students’ need for affect is shown in the list of requirements that have an affective source. Meanwhile, students’ need for forms of affection such as encouragement, confidence, support, help, advice, feeling good, love, and help clearly expresses what they expect from others. The classroom as a micro social environment should be an affect-friendly atmosphere to meet the expectations of students and help develop their sense of interest and efficacy beliefs. By understanding these affective needs and addressing them properly, teachers indirectly help improve students’ motivation. Although the need to provide a friendly environment may seem a general requirement, the students’ need for support essentially helps improve their efficacy beliefs. The expected encouragement and support not only make them like the language, but also give them reason to do better. Generally, the
massive need for support, as expressed in the interview data, shows the vital role of affect and encouragement in their personal and school lives.

Although teachers often have less influence than kinship relations and other people, the attitudes expressed by teachers were also proven to be very influential on students’ motivation. Their potential influence largely depends on a number of requirements and expectations, as discussed in Chapter 5 (section 5.4.5). These expected characteristics assemble the profile of a good teacher who positively influences students’ motivation to learn English as L2. Their opposite, are obviously likely to create the reverse reaction in learners. More importantly, teachers’ awareness of them, even as aspects of cultural differences, facilitates their improvement of students’ motivation. Taken as a need for a feeling of security, adjectives like: ‘cheerful’, ‘good’, and ‘kind’ improve efficacy beliefs. Hence, being cheerful and kind represents a positive evaluation and assurance of satisfaction with the student and his/her conduct. This obviously makes the positive evaluation from an important person -the teacher- significant in determining the student’s SE. Along with these expected qualities, there are a number of required activities that students expect a teacher to perform, like: advise, interact, encourage, treat them well, overcome difficulties, participate, explain, urge, and help. These actions make the teacher’s role more important and more influential on interest and SE. Hence, if taken as expectations, these actions and qualities can help teachers map their classroom conduct and rapport with students accordingly. Students who expect this kind and quality of help and support, and who need this sense of security know this improves their interest and SE. Teachers who aim at improving students’ motivation in this socio-cultural context should take these aspects into consideration. This may cover aspects of general conduct in class as well as other pedagogic behaviour. This is also essentially important when correcting students’ mistakes, giving implicit or explicit feedback about them, or even when setting the level of expectations based on general course objectives. Some people may argue that these recommendations apply to any student in the world. However, the need for encouragement, for example, as recurrently expressed in the data shows how it seriously affects these students’ motivation in particular. The study conducted by Jin and Cortazzi (2008) in the Chinese context provides an insight into how the local culture influences both students’ expectations and attitudes towards their teachers. In this study of metaphorical depictions of teachers by
Chinese students, kindness and parenthood were depicted as major characteristics of a good teacher. In the Omani context, the expectations are quite different. Hence, the role of the teacher as well as students’ expectations, are largely dependent on cultural parameters. However, in the case of these students, the impact is proven to be of deep effect on their interest and efficacy beliefs. On the other hand, these insights will help develop some classroom strategies and techniques to enhance students’ motivation.

Undoubtedly, Dornyei’s (Dornyei, 2001:119-121) discussion of some motivational strategies and techniques represented practical guidelines to promote motivation to learn English as L2. However, these guidelines are not really very different from the theoretical principles we would find in pedagogical general guidelines and teachers’ books. They are likely to be taken as idealized principles of conduct, rather than context-based principles extracted from the findings of contextualized actual research. If we take the example of the enthusiasm the teacher needs to show, using body language and showing excitement as well (ibid: 120-1), the level of expectation is quite high as it denotes acting to show interest and provide a model for the students. Apart from the fact that not all teachers will be able to act this scene perfectly, not all students will appreciate a teacher exhibiting all this enthusiasm or performing this show. Demonstrating enthusiasm itself is a matter of cultural appropriateness. In a context where forms of atypical behaviour are stigmatized, acting this way may cause the teacher to lose students’ respect and sacrifice classroom control. This situation is in fact very common with expatriates operating with wrong assumptions about roles and forms of conduct in Omani classrooms. Therefore, instead of employing general theoretical principles that have limits and deficiencies in different socio-cultural contexts, the present study suggests using verified research findings to devise a set of strategies and techniques that help promote motivation.

With this approach to the study of the effects of social relations and socio-cultural backgrounds on students, teachers and educational authorities will be able to devise a set of relevant motivational strategies and techniques. These strategies can be set in terms of valued and avoided activities and performances. Although such general recommendations may cause restrictions on teachers’ freedom to act, they may be very useful for beginners and those new to this cultural context. Oman employs a number of
foreign EFL teachers, especially at the tertiary level. The ESP courses and English foundation programmes—which prepare students to do content courses in English—employ a relatively large number of expatriates in public as well as in private higher education institutions. As a teaching practitioner in this country for more than a decade, I have not been able to clearly identify the effects of these elements on students’ motivation until quite recently. Like most expatriates, and also some indigenous teachers, I used to attribute their lack of motivation to their educational backgrounds. Teachers from Western backgrounds are left with little cues to understand these students in order to make their teaching meaningful and successful. This is the main problem with the tendency to rely on native speaker teachers in teaching these programmes. While recruiting a native speaker teacher is likely to ensure high language proficiency, it brings in teachers with little understanding of the students’ socio-cultural backgrounds. This unfortunately doesn’t help improve students’ L2 learning motivation. Hence, the findings of this study can be further refined by educators then exploited by teachers as a framework of pedagogic tools, guidelines and recommendations.

L2 learning motivation is central to English as L2 learning programmes. Among the aims of English as L2 learning programmes, the need to initiate then maintain motivation is of a paramount importance. The trend to include pedagogical implications of motivation research was extensively reviewed by Dornyei (2001). In his review of the ‘Education-friendly approaches’ (ibid: 103), Dornyei focused on the post-Garden trend to include classroom practices and the effects of materials and programmes to make motivation research education-friendly. Hence, learning materials employed in these programmes should be motivating in all their aspects. In fact, programmes have often employed motivating principles and activities to make the courses interesting and relevant to the learners. However, these are of more conventional pedagogical principles than of deep insights based on field research. In line with this ‘Education-friendly’ trend (ibid), the present study suggests to employ the investigation of motivation in relation with social relations—as aspects of socio-cultural influence—in designing and implementing English as L2 learning programmes. This suggestion is also congruent with the call to reconceptualise motivation based on a more contextualised view, as expressed in the Literature Review Chapter. This view provides
a list of guidelines and recommendations for designing language learning programmes and producing materials.

First, programme designers should provide a clear description as to why the programme is devised and the way English is viewed with the country’s educational, economic, and cultural systems. Language learning programmes should avoid direct clashes with the main value pillars of the society. Hence, culture sensitive issues need to be avoided, even if the syllabus is communicatively oriented. The overreliance on imported syllabi and materials produced by renowned publishing companies is not often the perfect choice. Based on realistic needs analyses, educational authorities should produce their courses and materials locally. What makes English relevant to their future perspectives should also be taken into consideration. Hence, all these aspects broadly direct students/learners to the motivational orientations expected. In fact, these factors are in direct relation with the learner’s motivational expectation. McDonough (1986; in McDonough & Shaw, 2003: 53) cites the learners’ perception of materials as an aspect of motivation factor to be considered in materials development. This advocates that a learner is interested in materials that are in line with his/her expectations. Thus, the learner’s motivational factors should be taken into consideration when designing course materials. The latter should be appealing and within the scope of interest and the efficacy beliefs of the learner. The level of difficulty of tasks should be within the learner’s efficacy level.

With the new reconceptualisation of motivation advocated by this study, the family’s role needs to be reinforced. In the light of the help, support and encouragement expected from them (section 5.4.5), families in the Omani socio-cultural context can make students more motivated to learn English. As part of social relations, family members; parents, brothers, sisters, or even extended-family members, exert a strong role on students’ motivation. In fact, parents exert a huge influence on the students’ choices and decisions (section 5.4.3). The strength of this influence derives from their status as providers of needs and as sources of affection and protection. Like teachers, parents are also a source of help and encouragement. Therefore, certain suggestions can be drawn from this study to provide guidelines for parents to manage some aspects of the influence of social relations on their children’s motivation to learn English. Starting
with the ‘Affect’ aspect of social relations effects, as expressed by students, parents should provide affective needs for their kids. Moral support also shows that parents should show interest in the subject.

However, another form of developing students’ interest is the follow up of their education progress. Parents’ interest in students’ grades, for example, conveys the message that this subject is important and that it is judged to be interesting. However, when the son is encouraged to quit school and look for a job or to help at home instead of doing homework, the inference the student makes negatively influences their interest in English. Regarding SE, parents’ encouragement is an indicator of a high efficacy level. The trust parents normally enjoy makes their efficacy judgments reliable. Hence, any other forms of judgment of students’ performance in English language learning influence efficacy beliefs. Therefore, parents can moderate the effects on interest and SE by providing positive, realistic and supportive kinds of feedback. In addition, judgments about English and learning English need to focus on the practical usefulness of this language. Even though these judgments often convey pragmatic statements only, they help increase students’ interest in English. Constant checks of school performance and consistent tracking of the student’s improvement can also convey the message that this language is important as a school subject. Vryonides (2007) even suggested selecting and organizing specific social relations chosen by parents in order to help their children in their educational career. Hence, parents can control the company a youngster keeps to keep him/her away from negative influences. By adopting these recommendations, parents can control some negative effects of social influence. However, it is worth noting here that total moderation of social relations on students’ motivation to learn English is not a realistic aim. In particular, the effects of friends and other social agents remain effective, especially when parents neglect their children’s education.

The rich data presented and analysed in this study yield a number of pedagogical implications for L2 learning in Oman and, possibly for similar socio-cultural contexts. Also, contemporary research trends either support or are often in line with the major claims made in the study. The need to reconceptualise motivation based on contextual and contemporary factors was a major concern for a number of researchers in L2
motivation. The field has also noticed a shift towards including social factors. L2 motivation has in addition embraced more contextualised multidimensional views. However, this study also bases its perspective on the Omani local culture and society to derive its multidimensional view. Here, interest and SE were identified, and later proven, as the most significant constructs. Meanwhile, the social context, as the source and background of influence, is also given a local dimension. Social effects are hence contextualised with the adoption of Social Network Theory. The results obtained are not only contextualised, but also original and more accurate.

6.9. Limitations and future research suggestions

The study has elucidated some aspects related to the principles of the contextual study of motivation. It proved how interest and SE are relevant to the learners within this socio-cultural context. More importantly, it revealed the mechanisms of influence in social relations. The identification of these mechanisms is likely to generate further investigations that clarify the extent and dynamism of this influence on L2 learning motivation. However, it is important to acknowledge that the present study has a number of limitations. This will help researchers who may use this -or a similar-perspective to research motivation in L2 learning.

The present study relied on some general concepts to define the social context of the Omani society. Although the conceptualisation of this society as being collective/traditional –rather than individualistic- is largely accurate, this classification needs to be moderated within the undergoing social changes. In the absence of serious sociological references and studies, the present classification provides the most contemporary depiction of the situation. More scholastic sociological accounts could have provided a deeper insight into the manifestations of recent social changes on social structures. These resulting changes may also have an impact on the directionality and magnitude of prospective influences on motivation to learn English as L2. This remains a social study area as well as a sociolinguistic topic for further research studies.

More to the point of the social aspect, the social structure reveals two identifiable social groups, namely urban and rural groups. The effects of social relations within each
group reveal some differences, sometimes explicitly stated by the respondents themselves. Although they do not constitute two different patterns of social influence, these effects of influence within each group could have been elucidated further to develop more patterns of influence. However, such a rigorous venture could not be practically integrated in the present study.

In addition, the effects of online social network relations; through portals like: Twitter, LinkedIn and Facebook; have not been investigated in this study. Nowadays, online socialisation activities are becoming more and more common at the global level. A comprehensive study of social network influences on motivation has to consider these effects on students’ motivation to learn English. Since this is an aspect of social and linguistic interaction, it is also likely to influence the learners’ levels of motivation. However, at this age level Omani students’ use of the internet is quite often still confined to the preparation of school projects. In this generally conservative society, family censorship is also imposed on the uses and times allowed for accessing the internet. Yet, a small number of Omani households have access to the internet services in Oman. The CIA Fact Book database of 2008 puts Oman on 110th rank with 465,000 users (in a population of 3 million) in a list of 216 countries (CIA Fact Book, 2010). As this figure represents all users, including institutions, expatriates and even occasional users, the number of Omanis using the internet is very limited, not to mention its inaccessibility to people in remote areas where electricity is not always available. Therefore, the effects of online social network relations are likely to be very limited within subjects of this age group. However, the effects of online social networks can be suggested as a research topic for particular social circles and students at higher age levels.

One more issue that can be investigated is the diachronic change of the effects of social relations for learners of English over their schooling period. This topic is likely to determine the development of these effects and their aspects at each stage. The development of these effects over age and education level is necessary to compare the mechanisms of influence and the way English is perceived at each stage. Also, the way change is induced within social groups of different age levels can shed more light on the motivation to learn English as L2. However, such a diachronic study requires a long
period of time and cannot probably make the topic of a dissertation. This is more likely to be the subject of a research project.

6.10. Conclusion

The main objective of the study was to produce a new conceptualisation of motivation of learning of English as L2 by employing aspects of the local socio-cultural context. Instead of opting for a comprehensive or one-factor analysis as discussed by Dornyei (2001), it examined the students’ socio-cultural background to identify more significant constructs and then analysed how the relevant social structure influences these factors. The students’ social relations exert an influence on the actors’ motivational orientations through social interaction. The mechanisms of influence employed reveal the parameters that govern the motivation to learn English as L2.

The results answer the main research questions of the study by examining the data gathered. First, interest and SE account for Omani students’ motivation to learn English. This was strongly supported in the quantitative and qualitative data. The subjects showed the importance of these dimensions. The Correlation and Linear Regression tests both show the significance of interest and SE as determinants of motivation. Through their definition of the motivation to learn English as L2 and their depiction of motivated students, respondents employed sentences with categories of words denoting aspects of interest and SE (‘able’, ‘confident’, ‘willing’, ‘interested’, etc.). The qualitative data examined the sentences, phrases and words used in the definition of English as L2 learning motivation and in the reasons for learning English and for liking or disliking it. This showed the relevance of the two constructs identified. The influence of students’ social relations on their English as L2 learning interest and SE was widely supported, especially in the qualitative data. This also supports the assumptions made in the second chapter about the importance of the social relations dimension in the whole social structures. Socialisation activities and preserving social image are significantly important in this conservative society. This, consequently, makes the role played by social relations in determining motivational orientations very significant. Hence, it was important to understand the way these influences are enacted within social relations. Finally, the analysis of the data attempted to examine the
mechanisms employed to exert influence on students’ social relations. This examination employed discourse analysis techniques and used the significance and frequency of the terms and expressions. The phrases employed to exert influence on the participants revealed some patterns (e.g. teasing, advice and encouragement). The idea of closeness was redefined based on the affective aspect of social relations. As a whole, the main devices of influence are mainly linguistic. The use of language to exert influence on social relations was the main aspect of these linguistic effects (Table 29).

The findings of the study are in agreement with major tendencies of the importance of ‘self systems’ (Dornyei, 2009) and the relevance of social and immediate contexts in the learning of English as L2 in general (Jin and Cortazzi, 2008) and in the L2 motivation field, in specific (Vryonides, 2007). The integration of the social and cultural dimensions is not new to the motivation research. This study orients are in harmony with the major tendencies to include social, cultural and psychological dimensions in the study of motivation (Cotterell, 1996; Schunk, 1991; Bandura, 1997; Munro, 1997; Schwartz, 1997). However, the concept of ‘L2 self’ introduced by Ushio and Dornyei (2009) seems to transcend the cultural dimension. Nevertheless, as this study shows, the role of local learners’ and target language cultures is still effective. The present contextualised study provides more evidence that cultural discrepancies are strongly felt in this socio-cultural context. Hence, the significance of the study lies in the provision of a local framework to study English as L2 motivation.

The framework suggested by this study outlines a model of L2 motivation in Oman. The L2 Motivation Osmosis Model presents the principle of influence flow, directionality and saturation. It uses the metaphor of osmosis in order to explain the system of influence and how it operates within social relations. The directionality of the influence is measured by the expected need for help and support. It is also determined by the type of relations actors have. The influence is mediated by the number of mental and affective processes operating within instances of social interaction. The latter initiates these processes and gauges the degree of influence on interest and SE.

This study also has a number of implications on students, parents, teachers, and learning programmes. Instead of providing recipes to teaching practitioners, this study suggests a number of recommendations for teachers and educational authorities. The suggestions
include the need to equip teachers with knowledge about the learners’ socio-cultural backgrounds. English learning programmes also need to integrate the research findings into the materials and objectives they set. People who interact with students -parents and teachers, in specific- also need to monitor the effects of their influence on students’ motivational orientations. More importantly, the need to set realistic objectives at all levels will help select teachers based on how well they serve these course objectives. Some assumptions, including the supremacy of native speaker teachers, need to be revised based on their effects on students’ motivation.

The contextualisation of this study does not prevent it from being exploited in similar socio-cultural contexts. The large number of aspects shared among Arab societies, for example, facilitates the applicability of the research principles. Meanwhile, the prospective influence of online social networks (section 6.7) requires a thorough investigation, especially in contexts where students widely use online social networks.

This study aimed at offering a new framework for a contextualised study of L2 learning motivation. It analysed the socio-cultural context of the learners to identify which factors apply more to their kind of motivation. Motivation was taken as a general term representing the driving forces, which certainly makes some factors more relevant and influential than others. Hence, these relevant factors must be in their socio-cultural contexts and reflected in the way they understand motivation. The merits of the L2 Motivation Osmosis Model lie in its contextualised view and ability to grasp the mechanisms of influence. This model will enable educators and parents to have a clear view about the motivational orientations of the learners of English as L2. Therefore, in a country where the learning of English is becoming more and more useful, L2 learning programs should make use of the rich findings of this study in the design of syllabi, the recruitment of teachers and the teaching practices. Motivation is no longer an enigma which educators address using global recipes of ‘how to motivate students’ and individual initiatives of teachers. The L2 Motivation Osmosis Model also provides an enlightened view of aspects of the local culture of learning for researchers and intellectuals interested in the country’s socio-cultural context.
REFERENCES


at the 85th Transportation Research Board Meeting, Washington DC, January 22-26, 2006.


Holy Quran.


APPENDIXES

APPENDIX ONE

Group interview sample conducted for the 1st method.

School: AL BASHAYER Mixed Bedouin

Group: 4 FEMALES (ages: 16-18)

Type of interview: Group interview.

Recording reference: A006

Date: 12/04/09

<table>
<thead>
<tr>
<th>STUDENTS:</th>
<th>CODES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1-006: Kawther</td>
<td>Q: Interviewer talk (questions, comments, etc.</td>
</tr>
<tr>
<td>S2-006: Samta</td>
<td>A: Answers/comments produced by student/students.</td>
</tr>
<tr>
<td>S3-006: Badrya</td>
<td>Ss: A group of students talking together.</td>
</tr>
<tr>
<td>S4-006: Jawaher</td>
<td>Sx: simplified reference for a student’s reference number</td>
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Q: Hello! My name is Sami Dadi. I am conducting a piece of research on motivation to learn English as a second or foreign language -- I want to ask you a few questions about your willingness to study English and about social relations.

Now, my question is uh do people around you influence your motivation to learn English? I mean uh your family uh father mother brother - sisters neighbours friends -- do they have any influence on you?

A: (Ss): Yes - no - no-- they don’t.

Q: If somebody says that a student studied English very hard but could not get a job uh does this affect you? What do you feel? Do you still like to spend long time studying English? Doesn’t this discourage you?
A (Ss): No - yes.

Q: People sometimes do not say it directly uh stop learning English uh they might say English is - difficult to learn - a uh a waste of time - useless - don’t you think this affects you?

A (S3): They don’t --

A (S1): If you have confidence - self confidence - I mean - they don’t affect you --

Q: Pardon me - If what? - if you have what?

A (S1): If you don’t have enough confidence --

Q: But uh what if it is not a direct way - yet no one is likely to say that you shouldn’t study English - if you say that English is difficult to somebody whom you usually meet uh say - five times a day - English is difficult - English is difficult --

A (Ss): It affects - influences - it may affect you -- maybe --

Q: Now uh tell me - how does it affect you?

A (S2): It is - it depends on your level in English.

Q: When they say difficult, difficult, difficult -- what happens?

A(S1): It gets stuck to my mind --

Q: What does it mean it gets stuck to my mind it’s difficult? Will you be more interested in learning English?

A(S1): No.

Q: Does this make you spend longer time studying it?

A(S1): No.

Q: So uh doesn’t this mean that people can influence you?
A(S1): --

Q: Yes uh people can affect you?
A(S1): Sure - some people.

Q: They influence you?
A(S1): Yes.

Q: Who are these people who can influence you?
A(S1): Yes - people we know -

Q: You mean those who say English is difficult useless uh the language of non-Muslims?
A(S1): Yes - some say this.

Q: Who are they? Friends? Father?
A(Ss): Brothers.

Q: only brothers? Who else?
A(S1): --

Q: Friends who are students like you? Do they affect you?
A(S1): They do…But a little.

Q: A little? How a little? Parents affect more?
A(S2): Yeah uh parents.

Q: Why do parents influence you more?
A(S1): Because they bred us - they taught this - when they get angry uh you feel?

Q: What do you feel?
A(S1): You follow what they say - you feel you have to follow them…

Q: I know -- but uh I am talking about trust not strength - whom do you trust the most?
A: --

Q: the people whom you trust? You believe what they say?
A(S1): You mean if they say anything about English?
Q: No, not only about English -- about anything they say?
A(S2): A friend.
A(S1): A friend.

Q: A male or female friend?
A(S3): A male friend uh?
A(S1): A female friend.
A(S2): My brother.
Q: Not your fathers or mothers?
A(S2): No.
A(S3): My mother --
Q: What makes these people uh your mother father your friend - influential? Why?
A(S1): Because the nearest person - the closest.
A (S2): The one whom I like the most.
Q: Yes - but what makes him or her so close and special?
A (S2): I always see him.
A(S1): she uh always gives me advice.
Q (to S2): You mean you usually see him?

A(S2): Yeah - I usually see him.

Q: How often?

A (S2): As soon as I finish school uh I go home - I see him.

Q: Who is this person uh you said?

A(S2): My brother.

Q: I see.

Q (to S1): You said your female friend?

A (S1): Yes.

Q: How many times a day do you see her?

A (S1): We are together every day.

Q: Every day? How long?

A(S1): - two hours - I don’t know.

Q: But - you also see your parents and friends for more than two hours everyday.

A (S1): She is closer to me.

Q: What makes you feel she is closer than your parents uh for example?

A: -

Q: You talk about private things?

A(S1): Yes.

Q: Do you talk about these things with your parents also?

A (S1): No.
Q (to S2): And what makes a brother special uh close uh trustworthy…?

A(S2): I like my brother.

Q: Do you talk to him about everything?

A (S2): Yes.

Q: Including your very private things?

A (S2): - no - but - I talk to him.

Q: Is he a student?

A (S2): A student - yes - I see him once a week.

Q: Once a week?

A (S2): Two days a week - the weekend - he comes to visit us.

Q: I see.

Q (to S3): How about you uh Badrya?

A (S3): I trust my mother - I follow her advice.

Q: Did your mother go to school?

A (S3): No uh she didn’t.

Q: Does she know enough about school and the subjects you study?

A (S3): No - not really.

Q: So uh do you trust her if she says anything about English or any other subjects?

A (S3): --

Q: You don’t seem to trust your friends who are your age uh but you trust your mother?

A (S3): --
Q: Does your mother say anything negative about English? Does she say it is difficult?

A (S3): No.

Q: Does any of your friends or colleagues say this?

A (S3): Yes - sometimes.

Q: What does your mother say about this?

A (S3): She does not know - but, she encourages me to get the highest marks in all subjects.

Q: Does your mother know about English? Does she know how important it is?

A (S3): No - she encourages me.

Q: Who says that English is difficult, not useful, or a waste of time?

A(S3): Somebody.

Q: Somebody?

A (S3): Yes, my -- my friend.

Q: Do you mean your friend or colleague?

A (S3): My friend.

Q: Does this affect your willingness to learn English?

A (S3): No.

Q: Does this make you hate English?

A (S3): No.

Q: at all?

A: at all - I want to prove that this is not true.
Q: What if she says this many times everyday?
A (S3): - [laughing] - No.

Q: What if many other colleagues also say this?
A (S3): I don’t know.

Q: Can you still trust your mother’s advice?
A (S3): If everybody says this uh it is true -- may be

Q: Among those whom you know uh how many people say this?
A (S3): Not many - only two or three.

Q: What makes you say a subject is difficult?
A (S3): If I get low marks - If I don’t understand uh if I hate the teacher uh may be - if it is difficult --

Q: If you lose interest in it? If you think you can’t learn it? Does it become difficult?
A (S3): If you don’t like it uh it becomes boring and difficult.

Q: So uh if some students don’t like it, they lose interest in it -- do you know any examples?
A (S3): Yes uh some students in my class.

Q: Can you name them, please?
A (S3): uh - Sumaya, Sheikha -- that’s all.

Q: How often do you meet them?
A (S3): Not many times -- we don’t live next to each other.

Q: How many times a day? A week?
A (S3): May be once a week - not everyday.

Q: So, when they say English is so difficult - nobody can learn it - do you feel this is true? It affects you?

A (S3): If it’s a bad friend, it affects -- but not my friends -- not my friends say this.

Q: Why only your friends affect you?

A (S3): Because I know them - I believe what they say…

Q: And -- how many times do you see your friends, compared to others like Sumaya and Sheikha?

A (S3): Everyday -- not like others.

Q (to S2): You don’t talk about learning English with your friends?

A (S2): No.

Q: Does anybody encourage you?

A (S2): Yes uh my brother.

Q: What does he say?

A (S2): Don’t say things are difficult - Think of them as being easy to do and they will be easy -- you will find them easy.

Q: This is very general --There is nothing about English?

A (S2): Remember your dream -- you will achieve it - He says like this.

Q (to all): Do you have any relatives whose English is perfect? Does this affect you?

A (S2 &S3): Yes-

Q: What do you feel about this?

A (S3): I like to be –
Q: Sorry, what is the word?

A (S3): like her.

Q: I see - you feel you can be like her? Possible?

A (S3): Yes - why not?

Q(to S4): Kawther, does anybody encourage you?

A (S4): No, Jawaher - My brothers.

Q: How do they encourage you? What do they say?

A (S4): They say, if you want to be successful, don’t say it’s difficult - they all encourage me.

Q: We have talked about those who encourage and those who discourage. Now tell me if you think English is interesting and we can learn it--

A (S4): Yes, to get a job -- to know about other countries and to talk to foreigners - We can learn it.

Q: So uh you think you are confident enough you can learn to speak English well.

A (S4): Yes.

Q: What makes you sure about the answer?

A (S4): My brothers are good at English.

Q: So, you are motivated to learn English?

A (S4): Yes -- I like it.

Q: The situation now is that I don’t think I will be able to learn English. I like it, but I am not convinced I will learn it. Do you think you can encourage me? Convince me?

A (S4): I advise you.
Q: Do you think I need advice? I already like it.

A (S4): You should know -- know that it is easy.

Q: How can you convince me?

A (S4): - My brothers are like me - like you-- They learnt English and can speak it -- You are intelligent -- If you work hard, you can learn it.

Q: Yea -- I understand. But, what makes me confident enough?

A (S4): The day -- once you work hard, your level gets higher and - you convince yourself. You notice that by working hard and reading and - practising the language you can become good. You become self confident.

Q: So - it's the example of your brothers which makes me convinced?

A (S4): Yes – yes - But also your work-- Your work is essential.

Q: Now, how can you tell me all this?

A (S4): --Tell you what?

Q: How can you say it to convince me?

A (S4): Look, my brothers are like you. If you are like them -- you like English, you can learn it. But, you should make efforts…good efforts. Make effort -- if you are convinced and like it. If you want to succeed in life use English.

Q (to all): Ok. Is there anything else you want to add. I think time is already over.

A (Ss): No --

Q: So, thank you very much for the time you spent and for the brilliant ideas and the lively discussions. Thanks a lot.

[END OF A006]
Motivation questionnaire

This questionnaire is part of a research project on motivation to learn English in Omani public schools. It aims at assessing the levels of Omani students’ motivation to learn English as a foreign language and account for the mechanisms that affect it. The answers provided will be treated with strict confidence. Under no circumstances should the information provided be used for purposes other than research. By agreeing to fill in this questionnaire, you have given me your consent to use the answers for the purposes of research and related activities. The reference number you are given will be used only to link to the data the researcher intends to employ for analysing the subsequent interviews.

Researcher: Sami Dadi
SBDTUNI@GMAIL.COM

Please, fill in the information below:

- AGE: 13-14□ 15-16□ 17-18□ Above 18□
- GENDER: M□ F□
- GRADE: 9□ 10□ 11□ 12□
- School: ............................................................
- Area where you live: Nizwa □ Firq □ Bahla □ Izki □

This questionnaire is made up of 8 sections. You are kindly requested to read the statements carefully and tick the choice that best corresponds to your beliefs or actual situation. There are no right or wrong answers. You are kindly requested to provide honest answers. The five alternatives are:

SD= Strongly Disagree  D= Disagree  N= No Answer  A= Agree  SA= Strongly Agree
Example:

<table>
<thead>
<tr>
<th>I think learning English helps me get a good job</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
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</table>

*This means that I **agree** with the idea that learning English helps me get a good job.

**The questionnaire begins here:**

1- **Section one:** General English as L2 level of motivation:

<table>
<thead>
<tr>
<th>1. I really like studying English.</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Honestly, I find it good to spend much effort studying English.</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. I believe that education, including learning English, deserves much time and effort.</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. I have a deep feeling of enjoyment when I am learning English. This is one of the reasons why I am interested in learning English.</th>
<th>SD</th>
<th>D</th>
<th>NA</th>
<th>A</th>
<th>SA</th>
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</table>

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II- Section Two: Interest in Learning English

Though I may not like the teacher and the textbooks,

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have a deep feeling of enjoyment when I am learning English. This is one of the reasons why I am interested in learning English.</td>
<td></td>
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<tr>
<td>2.</td>
<td>I feel even more excited when I have confidence to do tasks pertaining to learning English successfully.</td>
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<tr>
<td>3.</td>
<td>English lessons are really interesting.</td>
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<tr>
<td>4.</td>
<td>I enjoy learning English and I do my level best to overcome the difficulties I might encounter in order to achieve a higher level of competence.</td>
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</tbody>
</table>

III- Section Three: Self-efficacy

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<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I feel competent enough to do tasks and perform well in English classes.</td>
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<td></td>
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<tr>
<td>2.</td>
<td>Even when other people doubt my English proficiency, I still feel my English is good.</td>
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<tr>
<td>3.</td>
<td>I certainly know that my teacher has trust in my capability to perform most English learning tasks.</td>
<td></td>
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<tr>
<td>4.</td>
<td>I have a strong confidence in my capability to perform English learning tasks and that is because I am interested in learning this language.</td>
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</tbody>
</table>
### IV- Section Four: Expectancy/Value/Usefulness

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</thead>
<tbody>
<tr>
<td>1. I believe learning English is always of some personal value to me.</td>
<td>SD</td>
<td>D</td>
<td>NA</td>
<td>A</td>
</tr>
<tr>
<td>2. I believe it is important to learn English because people around me think English is of a great value.</td>
<td>SD</td>
<td>D</td>
<td>NA</td>
<td>A</td>
</tr>
<tr>
<td>3. Learning English is useful and good for my future life.</td>
<td>SD</td>
<td>D</td>
<td>NA</td>
<td>A</td>
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<tr>
<td>4. I don't like learning English but I think it is important in my country.</td>
<td>SD</td>
<td>D</td>
<td>NA</td>
<td>A</td>
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### V- Section Five: Integrative/Instrumental

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<tbody>
<tr>
<td>1. Learning English is important because it will potentially help me get a good job.</td>
<td>SD</td>
<td>D</td>
<td>NA</td>
<td>A</td>
</tr>
<tr>
<td>2. I am learning English because this will help me get good grades.</td>
<td>SD</td>
<td>D</td>
<td>NA</td>
<td>A</td>
</tr>
<tr>
<td>3. Like my friends, I like learning English in order to be able to communicate with English speaking people.</td>
<td>SD</td>
<td>D</td>
<td>NA</td>
<td>A</td>
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<tr>
<td>4. I learn English because I want to work and live in an English speaking country.</td>
<td>SD</td>
<td>D</td>
<td>NA</td>
<td>A</td>
</tr>
<tr>
<td>5. I learn English because, like people around me, I like English people and their culture and they encourage me to study them.</td>
<td>SD</td>
<td>D</td>
<td>NA</td>
<td>A</td>
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</table>
VI- Section Six: Intrinsic (Intellectual)/Extrinsic Motivation

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<tbody>
<tr>
<td>1. I like learning English only for the pleasure I experience in knowing more about it.</td>
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<td>2. I like learning English only because my teachers and parents are urging me to do so.</td>
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<td>3. I always talk with my friends about how much we like learning English because we love it.</td>
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<td>4. People around me make me enjoy grasping a difficult English language construction.</td>
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<tr>
<td>5. When I learn English for the pleasure it creates I become interested in its tasks and confident that I can perform well in English assignments.</td>
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VII- Section Seven: Goals/External regulations

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<tbody>
<tr>
<td>1. I enjoy challenging English assignments.</td>
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<tr>
<td>2. It is better for me to get higher grades in English than my fellow students.</td>
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<tr>
<td>3. I am very determined to reach my future goals by becoming good at English.</td>
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<tr>
<td>4. I like learning English just to please my teachers and parents.</td>
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</table>
VIII- Section Eight: Effects of social relations on motivation to learn English as L2.

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<tbody>
<tr>
<td>1. My parents think learning English is both necessary and useful in Oman and this makes me more involved in learning this language.</td>
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<tr>
<td>2. My friends and neighbours think learning English is necessary and useful in Oman.</td>
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<tr>
<td>3. My classmates believe that if we like English and want to be good at it, we can become more proficient.</td>
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<tr>
<td>4. People around me think that our religious beliefs and cultural backgrounds urge us to learn English and speak it fluently.</td>
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<tr>
<td>5. If I work very hard at learning English and become fluent in this language, my friends, neighbours and class mates will appreciate this.</td>
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<tr>
<td>6. If I believe that I have a limited interest in English and that I cannot do very well in it, it’s because I am just doing like my friends, neighbours and classmates.</td>
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<tr>
<td>7. I often talk about school life and learning English with my friends, parents, neighbours and relatives and this influences my confidence to learn this language.</td>
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Open-ended question: If you think somebody is discouraging you from learning English, or any other subject, to what extent do you think s/he is affecting you?

.................................................................................................................................................................................................
.................................................................................................................................................................................................

End of the questionnaire. Thank you
**Questionnaire on motivation (Arabic version):**

(The translation of the questionnaire into Arabic ensures students understand its content and provide accurate responses. The translation was verified and approved by, Dr. Ahmed Shakir Al-Kilabi, the professional translator who also checked the interviews.)

**استبيان حول الدافعية لتعلم اللغة الأنجليزية**

هذا الاستبيان هو جزء من مشروع بحث حول الدافعية لتعلم اللغة الإنجليزية في المدارس العمانية بهدف تقييم مستوى الدافعية تلك اللغة لدى الطلبة وتحديد الآليات المؤثرة على ذلك. يهدف القياس وتحليل الآليات المؤثرة في هذه الدراسة إلى تحديد الفصل المتقدم على مستوى المستوى الأول من الاستبيان.

 Этот ответ должен быть только в арабском языке.

**الرجاء استكمال البيانات التالية**

<table>
<thead>
<tr>
<th>معلوماتك</th>
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<tbody>
<tr>
<td>العمر:</td>
<td>بين 13 و 14 سنة</td>
<td>بين 15 و 16 سنة</td>
<td>بين 17 و 18 سنة</td>
</tr>
<tr>
<td>الجنس:</td>
<td>ذكر</td>
<td>أنثى</td>
<td></td>
</tr>
<tr>
<td>الصف:</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>المدرسة:</td>
<td></td>
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<tr>
<td>المنطقة التي تقطن بها:</td>
<td>نزوى</td>
<td>فرق</td>
<td>الحمراء</td>
</tr>
</tbody>
</table>

يتم ذلك من خلال الاستبيان من ثماني أجزاء. الوجه القانونية للبيانات يتم تقييم قبل وضع علامه في المكان الصحيح بمثابة عما ترونون مناسبة. تتم إجابة عما ترونون صحية او نهائية. لذلك فأنتم مطالبون بتقديم إجابة صادقة تعجب عما تعتقدون في صحته.

**خيارات المتاحة هي:**

- أعراض بشدة
- أعراض
- لا إجابة
- أواقب
- أواقب تماما
مثال:

<table>
<thead>
<tr>
<th>أوافق تماماً</th>
<th>أوافق</th>
<th>لا إجابة</th>
<th>أعارض بشدة</th>
<th>أعارض</th>
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<tbody>
<tr>
<td>✓</td>
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</tbody>
</table>

اعتقد أن تعلم اللغة الإنجليزية يساعدني في الحصول على عمل جيد.

*هاتيه الإجابة تعني أنني أوافق على الرأي القائل بأن تعلم اللغة الإنجليزية يساعدني في الحصول على عمل جيد.

بداية الاستبيان:

الجزء الأول: المستوى العام لدافعية تعلم اللغة الإنجليزية.

<table>
<thead>
<tr>
<th>أوافق تماماً</th>
<th>أوافق</th>
<th>لا إجابة</th>
<th>أعارض بشدة</th>
<th>أعارض</th>
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<tbody>
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</tbody>
</table>

1. بصدق، أنا أحب تعلم اللغة الإنجليزية.
2. بصراحة، أجد منعطفاً في قضائى وقت طويل في دراسة اللغة الإنجليزية.
3. أعتقد أنه على أن أكون دراسي ككل وتعلم اللغة الإنجليزية بصفة خاصة مزيداً من الجهود والوقت.
4. أشعر بالمتعة عندما أتعلم اللغة الإنجليزية وهذا هو أحد أسباب إهتمامي بها.
الجزء الثاني: الاهتمام باللغة الإنجليزية

على الرغم من كوني قد لا أحب الأساتذة أو الكتب المدرسية المستعملة فإنني،

<table>
<thead>
<tr>
<th></th>
<th>أُوافق تمامًا</th>
<th>أُوافق</th>
<th>لا أُوافق</th>
<th>أعراض بشدة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>لدي إحساس عميق بالاستمتاع بدراسة اللغة الإنجليزية وهذا هو ما يجعلني مهتمًا بتعلمها.</td>
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<tr>
<td>2.</td>
<td>أحس بمزيد من الراحة عندما أشعر أنني قادر على القيام بتمارين اللغة الإنجليزية.</td>
<td></td>
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<tr>
<td>3.</td>
<td>دروس اللغة الإنجليزية تشجع إني باه حفا.</td>
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<td></td>
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</tr>
<tr>
<td>4.</td>
<td>إهتمامي باللغة الإنجليزية يجعلني مستعدًا لتذيل كل الصعوبات.</td>
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</tbody>
</table>

الجزء الثالث: كفاءة الذات

<table>
<thead>
<tr>
<th></th>
<th>أُوافق تمامًا</th>
<th>أُوافق</th>
<th>لا أُوافق</th>
<th>أعراض بشدة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>أحس أنني قادر على القيام بكل الأعمال والواجبات المتعلقة بمادة اللغة الإنجليزية.</td>
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<td></td>
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<tr>
<td>2.</td>
<td>حتى إذا ما شكك الآخرون في كفاءتي في اللغة الإنجليزية، فإنني لا أفقد الشعور بأن مستواي جيد.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>أعتقد جازماً بأن أساتذي يثق في قدرتي على إنجاز كل الأعمال المتعلقة باللغة الإنجليزية.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>أتمتع بكفاءة عالية في إمكانتي بالقيام بالأعمال الخاصة باللغة الإنجليزية وذلك بسبب إهتمامي بتعلم هاته اللغة.</td>
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</tbody>
</table>
الجزء الرابع: التوقع والقيمة المنفعة

<table>
<thead>
<tr>
<th>أتفق</th>
<th>لا أتفق</th>
<th>أعترض بشدة</th>
<th>أعترض لا إجابة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. أعتقد أن تعلم اللغة الإنجليزية أهمية كبرى بالنسبة لي.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. إذا كنت أعتقد أن تعلم اللغة الإنجليزية مفيد، فلذلك لأن كل الناس من حولي برون أنها لغة مهمة.</td>
<td></td>
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<tr>
<td>3. تعلم اللغة الإنجليزية أمر جيد ومهم لمستقبل حياتي.</td>
<td></td>
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<tr>
<td>4. أنا لا أحب تعلم اللغة الإنجليزية كثيرًا لكنني أعتقد أنها ذات أهمية في بلد معي.</td>
<td></td>
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</table>

الجزء الخامس: الاندماج، تحصيل الفائدة

<table>
<thead>
<tr>
<th>أتفق</th>
<th>لا أتفق</th>
<th>أعترض بشدة</th>
<th>أعترض لا إجابة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. تعلم اللغة الإنجليزية مهم لأناني سيمكنني من الحصول على عمل جيد في المستقبل.</td>
<td></td>
<td></td>
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<tr>
<td>2. أنا أتعلم اللغة الإنجليزية لأن ذلك سيمكنني من الحصول على درجات عالية.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. كيفية زملاني، أتعلم اللغة الإنجليزية لكي أتمكن من التواصل مع الناس الذين يتكلمونها.</td>
<td></td>
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<tr>
<td>4. تعلم اللغة الإنجليزية بحرية الانتقال للعمل والعيش في بلد يتكلم هاته اللغة (مثل بريطانيا، أمريكا أو أستراليا).</td>
<td></td>
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<tr>
<td>5. أتعلم اللغة الإنجليزية لأن الناس الذين أعرفهم يحبون البريطانيين والأمريكيين و أبحث عن دراسة لغتهم.</td>
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</tbody>
</table>
### الجزء السادس: الدافع الجوهري/العرضية

| أوافق تماماً | أوافق جزئياً | لا أوافق | إجابات | أعراض بشدة | إجابة
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. أحب تعلم اللغة الإنجليزية فقط لما أحسّ منه من متعة معرفة المزيد عن هاته اللغة.</td>
<td></td>
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<tr>
<td>2. أتعلم اللغة الإنجليزية فقط لأن الأساتذة والعائلة يريدون مني ذلك.</td>
<td></td>
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<tr>
<td>3. أتحدث مع زملائي دائما عن رغبتي الشديدة في تعلم اللغة الإنجليزية و حبنا لهاته اللغة.</td>
<td></td>
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<tr>
<td>4. يحس زملائي بمعنني عندما يتمكنون من تعلم شيء جديد باللغة الإنجليزية.</td>
<td></td>
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<tr>
<td>5. اهتمامي بتعلم اللغة الإنجليزية يجعلني أكثر ثقة بنفسي و يتمكني من إستعمال هذه اللغة بطلاقة.</td>
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### الجزء السابع: العوامل الخارجية

<table>
<thead>
<tr>
<th>أوافق تماماً</th>
<th>أوافق جزئياً</th>
<th>لا أوافق</th>
<th>إجابات</th>
<th>أعراض بشدة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. أحب تمارين اللغة الإنجليزية الصعبة التي تطرح تحديا.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. أرى أنه من الضروري أن أحصل على درجات أعلى من زملائي في اللغة الإنجليزية.</td>
<td></td>
<td></td>
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<tr>
<td>3. أنا مصير على تحقيق أهدافي المستقبلية وذلك بتحسين مستواي في اللغة الإنجليزية.</td>
<td></td>
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<tr>
<td>4. أحب تعلم اللغة الإنجليزية فقط بهدف إسعاد أستاذي و أهلي.</td>
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</tbody>
</table>
الجزء الثامن: تأثير شبكة العلاقات الاجتماعية على تعلم اللغة الأنجليزية كلغة أجنبية

<table>
<thead>
<tr>
<th>اتفاق تمامًا</th>
<th>اتفاق</th>
<th>لا إجابة</th>
<th>أعراض بشدة</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>1. يعتقد والدي أن تعلم اللغة الإنجليزية مهم وضروري في عمان وهو ما يجعلني أعمل على تعلم هاته اللغة.</td>
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<tr>
<td>2. يعتقد أصدقائي ومملوكي وحبراني وكل معارفي أن تعلم اللغة الإنجليزية مهم وضروري في عمان .</td>
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<tr>
<td>3</td>
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<tr>
<td>3. يعتقد مملوكي أنه إذا ما اهتممنا باللغة الإنجليزية و أردنا تطور مستوائنا فيها فإن ذلك ممكن.</td>
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<tr>
<td>4</td>
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<td></td>
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</tr>
<tr>
<td>4. يعتقد كل الناس أن اهتمامنا الدينية و ثقافتنا تحتنا على تعلم اللغة الإنجليزية و تحدثها بطلاقة.</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. إذا ما اجتهدت في تعلم اللغة الإنجليزية و تحسن مستوائنا فيها، سوف يكون رد فعل مملوكي وأصدقائي وكل الناس من حولي جيدا.</td>
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<tr>
<td>6</td>
<td></td>
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<tr>
<td>6. إذا ضعف إهتمامي باللغة الإنجليزية و زاد اعتقادي بعدم قيمة مجهوداتي لتعلمها فإن ذلك بسبب أفكار مملوكي و حبراني وأصدقائي.</td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. أتحدث عادة عن المدرسة و عن اللغة الإنجليزية مع وأبي وأصدقائي وحبراني وأقاربي و هذا يؤثر في استعدادي لتعلم هاته اللغة.</td>
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</tbody>
</table>

سؤال مفتوح إذا كنت تعتقد أن أحدهم يشجع على عدم تعلم اللغة الإنجليزية أو أي مادة أخرى، فإن أي مدى يؤثر ذلك في استعدادك لتعلم هذه المادة؟

.................................................................

.................................................................

END OF THE ARABIC QUESTIONNAIRE.
**APPENDIX THREE**

**Interview questions**

<table>
<thead>
<tr>
<th>KEY RESEARCH QUESTIONS</th>
<th>SUB-RESEARCH QUESTIONS</th>
<th>INTERVIEW QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Do Interest and Self-efficacy account for Omani students’ motivation to learn English as a second/foreign language?</strong></td>
<td>1.1. Do Interest and Self-efficacy relate to the socio-cultural dimension of Omani students’ motivation to learn English as L2?</td>
<td>This question will mostly be addressed by the quantitative data. The questionnaire findings will inform the qualitative data and help clarify more areas of prospective relevance and confirm the questionnaire findings.</td>
</tr>
<tr>
<td></td>
<td>1.2. How do Interest and Self-efficacy represent the most important constructs of Omani students’ L2 motivation?</td>
<td>1.1.1. Can you describe an Omani student highly motivated to learn English? Use adjectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.2. Why do/don’t some people in Oman like English?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.1. Can you explain to me what ‘motivation to learn English’ means to you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.2. What makes people in Oman want to learn English?</td>
</tr>
<tr>
<td><strong>2. Do the social relations of Omani students learning English as L2 affect their Interest and Self-efficacy?</strong></td>
<td>2.1. Do social relations of Omani students learning English as L2 influence their Interest and Self-efficacy to learn English as L2? If so, who is likely to influence their Interest and Self-efficacy?</td>
<td>2.1.1. Who is likely to influence you more in learning English, a parent, a distant or a close friend, a teacher, or anybody else?</td>
</tr>
<tr>
<td></td>
<td>2.2. How do students’ social relations influence their Interest and Self-efficacy?</td>
<td>2.2.1. How do people influence</td>
</tr>
<tr>
<td>2.3. In what ways do significant others influence Omani students’ L2 Interest and Self-efficacy?</td>
<td>2.3.1. Tell me in what ways people who can influence you help you to be interested in English and feel confident in it?</td>
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</tr>
<tr>
<td>What are the mechanisms used by social relations to influence Omani students’ English as L2 learning Interest and Self-efficacy?</td>
<td>3.1. What linguistic mechanisms do actors use to affect students’ Interest and Self-efficacy to learn English as L2?</td>
<td></td>
</tr>
<tr>
<td>3.1.1. What do people actually say to influence your English learning?</td>
<td>3.1.2. How do these expressions influence your interest and self-confidence?</td>
<td></td>
</tr>
<tr>
<td>3.2. In what ways does social interaction influence Omani students’ Interest and Self-efficacy to learn English as L2?</td>
<td>3.2.1. Tell me how your interaction with others influences your interest and confidence to learn English?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX FOUR

Review of number of interviews used in mixed methodology.

<table>
<thead>
<tr>
<th>Title of the Study and bibliography</th>
<th>Article/Thesis</th>
<th>Methods Employed</th>
<th>No. of Interviews</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yee (2008). <em>Intergenerational Learning in Hong Kong: A Narrative Inquiry.</em></td>
<td>Thesis</td>
<td>group discussion, Individual interviews, a questionnaire, and a quiz questionnaires set the scene for interviews</td>
<td>10 pairs</td>
<td>Point of saturation: participants (student, parent) + content repeated and representing familiar patterns.</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Type</td>
<td>Methodology</td>
<td>Sample Size</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>Kubanyiova (2007)</td>
<td>Teacher development in action: an empirically based model of promoting conceptual change in in-service language teachers in Slovakia.</td>
<td>Article</td>
<td>A survey questionnaire, interviews were used among other data collection tools.</td>
<td>13 students</td>
</tr>
<tr>
<td>Strommen &amp; Mates (2004)</td>
<td>Learning to love reading.</td>
<td>Article</td>
<td>questionnaires (151 students) and interviews.</td>
<td>9 students of readers and non-readers (grades 6&amp;9)</td>
</tr>
<tr>
<td>Liu (1996)</td>
<td>Perceptions of Selected International Graduate Students Towards Oral Classroom Participation in Their Academic Content Courses in a U.S. University</td>
<td>Thesis</td>
<td>Essentially: 15 class observations of 12 students followed by structured interviews of three quarters.</td>
<td>Essentially: 15 class observations of 12 students followed by structured interviews of three quarters.</td>
</tr>
<tr>
<td>Meyer (2009)</td>
<td>Thesis</td>
<td>72 Survey and 7 interviews</td>
<td>72 Survey and 7 interviews</td>
<td>No rationale provided</td>
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<tr>
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<tr>
<td>Student Classroom Engagement: Rethinking Participation Grades and Student Silence.</td>
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</tbody>
</table>
Other studies reported by Krapp (2002b):

<table>
<thead>
<tr>
<th>Review Study</th>
<th>Methodology</th>
<th>No. of Interviews</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krapp, A. (2002b). Structural and dynamic aspects of interest development:</td>
<td>pieces of research used questionnaires and interviews to test the hypothesis that students are interested in activities which are rationally important and emotionally satisfactory:</td>
<td>Smaller number of interviews (no numbers given)</td>
<td>No rationale provided</td>
</tr>
<tr>
<td>theoretical considerations from an ontogenetic perspective.</td>
<td>Krapp &amp; Lewalter (2001), Lewalter &amp; Schreyer (2000); Lewalter, Wild &amp; Krapp</td>
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</tbody>
</table>
APPENDIX FIVE

Review of the translated interviews.

To Whom it May Concern

Ref: Reviewing of Audio-Taped Interviews

I have been asked by Mr. Sami Dadi to listen to the audio-taped interviews that he carried out with a number of students in the Sultanate of Oman. I hereby certify that I have actually listened to a sample of four scripts for the purposes of reviewing and evaluating the translation of these scripts. The ones I have checked have the following reference numbers (F10-3, M11-4, M10-2, F9-2).

I have long experience, as a professional translator, in reviewing and editing translations from Arabic into English and vice versa. Furthermore, in my capacity as a Fellow of the Chartered Institute of Linguists (London), I would like to state my professional opinion of these translations which is that they are accurate and that the rendering of the sentences is exact and meticulous. I have the impression that Mr. Dadi has shown throughout, a skill for translating spoken “scripts” from Arabic into English.

Finally, I would commend Mr. Dadi on his forthright skills and his patience and perseverance in carrying out such a sizeable number of interviews, transcribing them and then translating them into English. The task he has fulfilled, albeit arduous and time-consuming, must surely be remarkable and rewarding.

I wish him well in his research study, and I personally can wholeheartedly recommend these translations for the purpose of academic research.

If you wish to seek any additional details, you may contact me by email at abujezrah@hotmail.com, by phone at (mobile) 00968 99831990 or (work no) 00968 25431255, by fax at 00968 25431102, or by post at the address below.

Please accept my warmest regards and best wishes

A S. Alkilaby
Ahmed S. Alkilaby, M.Ed, Ph.D (Wales, UK)
Fellow of the Chartered Institute of Linguists (London)
Associate Professor
Head of the English Department

Sultanate of Oman, Ministry of Higher Education
Directorate General of the Applied Sciences
College of Applied Sciences, Muscat
A (M11-4): Of course uh all these words I said have effect on motivation and influence disappointment uh may be this influences my studies or so but uh this should be left aside in order to improve my motivation uh I must limit their effect by uh studying harder and spending more time learning English uh so this influences my interest and confidence when I find a solution uh to this problem quickly uh but - may be I become lazy because of this but it won't influence me if I know how to deal with it - it can influence my interest uh what happened uh what I heard influences my interest uh may be it decreases my interest for a limited period that's when that thing exactly it influences uh influences uh decreases my interest in English because I am really not excellent in English uh and I can't prove uh the opposite uh it decreases my interest at that time only - but increases my interest if I know how to deal with it after sometime uh but of course if the next time I have a positive experience with the same person or with another person and it proves I am correct this time uh this increases my interest and confidence also uh and gives me more motivation uh improves my motivation - now uh my confidence at first is low when you think of what they said uh losing many years of your life and you lose what you have learnt on one day uh and you can't find the correct answer uh you watch films study English and one day you feel losing everything when they say 'your English is useless' of course you lose self confidence at that time uh you can correct things if you want and when you have positive experience.

Q: Tell me how your interaction with others influences your interest and confidence to learn English?
A (M11-4): if these interactions uh take place in the street or anywhere uh they influence my interest if it's for example uh that interaction is about English for example uh we are going on an excursion uh by bus with different people uh passengers uh if we talk uh and there are people from different nationalities uh say we are going to Salahah by bus with different nationalities and there happens to be a foreigner sitting next to me uh we will talk in English so uh he says that in Oman our English is weak uh and that we can't read English well uh and it's like he is trying uh or not meaning to say it uh so this will have an influence on me uh internal influence uh it uh influences my interest and makes it less because I will not feel confident uh to be a good uh learner - I will say for example uh 'No use' uh I can't pronounce the words correctly uh it is useless uh so it has a negative effect on me uh but the positive effect if I try to improve myself uh this will have positive effect uh the same thing my self confidence uh this confidence will be higher if I change that problem to a positive experience uh - also I can say uh when I am at home my nephews ask me anything about English uh for example uh an interview or something like that uh I remember some time ago my youngest nephew uh called me to translate an interview for him into Arabic uh from English into Arabic uh I uh so I there were difficult words in the interview uh I went to ask my older brother so he uh answered my questions and knew them uh but this influenced me because uh it's OK to ask questions but uh I should have known uh and looked for these words before asking him I could have used a dictionary uh so this influenced me - then I translated that interview with some mistakes of course uh it was OK anyway.
Q: What do people actually say to influence your English learning?
A (M10-2): First uh - my father is educated and he knows English extensively uh very extensively and he usually tells me: ‘To be or not to be that’s the question’ [= in English] and he usually encourages me to learn English and he sometimes talks to me in English if he wants to secretly convey a message to me when the whole family are sitting together he talks to me in English and this is a kind of encouragement of parents to their sons to learn English uh I frankly feel that he is happy and he always encourages me uh - but some fathers uh do their best like this type of father or try to uh - uh provide private tuition for their kids that improves their English and also when fathers visit schools and see their kids and talk to the teachers about their sons.

Q: I wanted to know what people say to influence your learning of English - What do they say exactly?
A (M10-2): OK uh some teachers tell students that their future career will be brilliant and they say this because of what they see in class uh and these things make them feel very good to see that they can achieve what they aim for uh and uh brothers also I mean uh when brothers see the student making efforts uh they hope he will succeed and give him encouragement uh they give him amounts of money ‘take this amount from me’ to improve his motivation very much especially his feelings uh not only in terms of money uh the feelings give him more encouragement to learn more.

Q: How do these expressions influence your interest and self-confidence?
A (M10-2): Well uh these people interested in English are usually interested in the outcome generally speaking uh but they say ‘learning English is the bridge to achieving what you want’ so uh for example uh my teacher usually tells me ‘You will not get the job you want unless you study English’ thank God I was working hard all these years at school and my teacher tells me ‘I will see you at the university God Willing’ uh he encourages me all the time.

Q: Tell me how your interaction with others influences your interest and confidence to learn English?
A (M10-2): First uh these talks improves my self-confidence uh because when a foreigner comes to see us at home uh or anywhere the discussion is in his language as a respect to the guest this uh makes me learn English and uh I want to join them in the discussions and also uh when I meet a foreigner outside uh I do my level best to talk to them in English uh and this is what makes me more confident and more willing to learn and uh like this - uh but some people don’t like English people and Westerners but there is no harm in this since we have to learn their language and it’s for our benefit uh you will lose nothing if you learn their language in contrast uh you will benefit from this since you will need it in your life for doing many things uh if you want to get a job uh if you want to enquire about something in any institution and if you want to go to another country seeking medical treatment and uh to visit other places so uh you are obliged to learn English as it’s a global requirement and the whole world needs it uh like 85% of the countries speak and know English.
said negative things because they were envious and wanted me to be like them and she said that I shouldn't look at those who are lower than me.

Q: Tell me how your interaction with others influences your interest and confidence to learn English?

A (F10-3): Conversations in the bus between students uh classmates - some girls use expressions that I don't understand uh and this makes me feel frustrated that they use this language and nobody understands them uh this makes me willing to learn more and participate in their discussions uh and also sometimes in markets when I want to ask the vendor about what I want to get uh - - I have to use English - - one day an Indian lady came to visit us she spoke English she was using a combination of English and Hindi uh so I picked up the English words and to tease my mother I told her that the lady was insulting us [smiling] so uh I asked her about the meaning of a word which I heard for the first time uh she said that we knew only what we were taught in school uh we didn't learn from other sources uh and that we knew scientific English only uh I asked my mother to call that lady everyday so that I could learn some new words - so whenever she said a word I asked her about its meaning uh she knew she was eager to know new words uh and I added these words uh I learnt and became more motivated and wanted to learn English to be able to communicate with her uh so I wanted to make use of her knowledge and not somebody else - - I was in the market with my brother and there were two Pakistanis talking and laughing uh they were looking at a lady I felt there was something wrong in what they were saying uh from their actions and facial expression I could tell that they were laughing at her uh I requested my brother to ask them about what they were saying uh at first he refused uh I told him it was just to know about this word uh this could also happen to me uh I wanted to know it so that I can make the right reaction once I find myself in this situation so I went to them myself and asked them about that word and that I wanted to learn it uh one of them told me 'It's useless uh you Omanis you won't learn anything' I threatened them of calling the lady to tell her about this word so I convinced them and he wrote the word for me - when I checked it up in a dictionary later I found it was an obscene word uh I regretted having asked about this word uh it was so strong and this happened to me once again when an Omani said it to a classmate and I knew how to talk to him - - also my friend Hana knows better English so I ask her to explain some words to me and I write them on a list on my cupboard and I memorise them every week with the other lists I have - that's all.

I've listened to the tape-recorded conversations in Arabic and then converted them to the English scripts.
I found the translation very accurate and highly professional.

As Khaleel

Dr. Ahmed S. Al-Kilabi

Department of English

[End of session 27 [F10-3] Time 41:03]
A (F9-2): Uh, normal discussions with my colleagues and friends uh influence my interest in learning English because we as friends may not be sometimes interested in English uh for example when a girl studies English we tell her “Why do you revise English? Uh, English is easy uh, you don’t need to bother yourself uh take things easy” but on the other hand when we interact with somebody who is older than us uh for example uh my older brother uh my classmates and old friend uh with the teacher uh when they tell me from their experience how they practised English uh I feel that my level is next to nothing in English uh so I become more interested in English so that in a similar situation uh I will be able to talk about how I was low in English and how I improved uh but concerning my self-confidence uh self-confidence is very important uh when I sit to my friends we usually talk about it uh since we are basic level students uh self-confidence is low but we also say “No we should be more self-confident we are making efforts uh we should be self-confident uh even if we give wrong answers in class uh we should have self-confidence uh we should be interested in English because it’s something essential” Thank God these talks help improve my interest and self-confidence to learn English - I want to thank all those who helped me I want to thank my brothers my family and thank you uh I wish Oman uh those who hear about Oman will say how Omani students improved from talking in Arabic to using perfect English and that students feel English like the main thing they talk about uh the air they breathe I wish to see kids talking in English and nobody finds it strange that people talk in English the way they do in Arabic they shouldn’t forget Arabic but the needs of life nowadays require English and I hope to see English wherever I go.

[End of session 30 F9-2 Time 31.02]

I listened to the tape recorded conversations in Arabic and then compared them to the transcripts in English. I found them very accurate and properly rendered into English.

Dr. Ahmed S. Al-Khaib

[Signature]

[Stamp: Office of Applied Studies, FLL]
APPENDIX SIX

Ethical approval documents

Ethical approval document granted by DMU:

Monday 24th September 2007

Sami Dad
Nizwa College of Education
PC611; PO box 699
Nizwa
Sultanate of Oman

Dear Sami,

Re: Ethics application – Potential effects of students’ social networks on their Interest and Self-efficacy levels in learning English as a second/foreign language: A study in second/foreign language learning motivation foundations (ref: 233)

I am writing regarding your application for ethical approval for a research project titled to the above project. This project has been reviewed in accordance with the Operational Procedures for De Montfort University Faculty of Health and Life Sciences Research Ethics Committee. These procedures are available from the Faculty Research and Commercial Office upon your request.

I am pleased to inform you that ethical approval has been granted by Chair’s Action for your application. This will be reported at the next Faculty Research Committee, which is being held in October 2007.

Should there be any amendments to the research methods or persons involved with this project you must notify the Chair of the Faculty Research Ethics Committee immediately in writing. Serious or adverse events related to the conduct of the study need to be reported immediately to your Supervisor and the Chair of this Committee. Also, The Faculty Research Ethics Committee should be notified by e-mail to HLSFRO@dmu.ac.uk when your research project has been completed.

Yours sincerely,

Professor Paul Whiting
Chair
Faculty of Health and Life Sciences
Research Ethics Committee
The agreement of educational authorities (English):

Sultanate of Oman
Ministry of Education
Directorate General of Education
Dakhilya Region

Human Resources Development

Dear Headmaster/ Headmistress,

Object: Permission to carry out research activities.

Further to the letter sent by the Studies and Development Office (Number 402), dated March 17th 2009 about the above mentioned object, we are glad to inform you that Mr. Sami Dadi is doing a Ph.D in Applied Linguistics at De Montfort University, UK on Motivation to learn English, and that he intends to carry out a number of research activities on students in the region. This study includes: (1) Surveys, (2) Interviews, and (3) questionnaires designed for students who are willing to participate.

The research ensures security, anonymity and confidentiality of the informants and does not result in any sort of deception or undue intrusion.

We kindly request you to provide Mr. Sami Dadi with the assistance he needs to carry out these activities.

Kind regards,

Nasser Ben Ali Ben Salim Al-Khyari
Head of the Human Resources Development
الإشارة إلى رسالة الكتب الصناعية والتطوير والغذي (2048) بتاريخ 2006/03/27.

يقوم إجراء دراسة علمية عبر (الدارية تعلم اللغة الإنجليزية) ورغب المذكور في تطبيق أدوات دراسة على عينة من الطلاب بدارس المنطقة.

علي رجاء الكريم تحويل مسألة البحث إلى طلب أدوت دراسته...

وتعودوا بقبول الاحترام والتقدير.

ناصر علي بن سالم المتناري
مدير دائرة تربية الموارد البشرة
Consent Request Form (English):

Consent Letter

Dear participant,

My name is Sami Dadi. I am a research student at De Montfort University doing a Ph D in Applied Linguistics. This research project investigates students’ motivation to learn English as a second/foreign language.

For this purpose, a number of data collection methods will be employed, including questionnaires, interviews, and story analyses.

If you kindly express your willingness to participate in this research, I assure you that none of the personal information you provide will be disclosed to any person. Your personal details will not be identified by any other party. Additionally, you will not be subject to any dangers or disadvantages as a result of the information you will provide. Besides, you are free to decline to participate in this study and withdraw at any time without giving any explanations.

PLEASE, TICK THE APPROPRIATE BOX BELOW:

1- I agree to participate in the questionnaire:
   Yes ☐
   No ☐

2- I agree to participate in the interview*:
   Yes ☐
   No ☐

3- I agree to participate in the interview and questionnaire*:
   Yes ☐
   No ☐

*If you agree to participate in the interview/interview and questionnaire, please, give your personal details below:

Name:……………………………………..
Level, group and institution:………………
Email address:……………………………..
Mobile number:…………………………...
SIGNATURE:…………………………..
الموافقة على المشاركة في مقابلة لغرض بحثي

عزيزي الطالب،

تحية طيبة وبعد.

أنا سامي د. طالب درجة دكتوراه في اللغات التطبيقية بجامعة {الاسمية} في المملكة المتحدة. يتناول هذا الموضوع الدافعية لدراسة اللغة الإنجليزية كلهما أجنبية في {أعمال}. لهذا الغرض، أرغب في جمع بعض البيانات بالاعتماد على مجموعة من أدوت البحث كالمستندات وحوارات مباشرة.

إذا كانت لديك الرغبة في المشاركة في هذه الدراسة، فلا تتردد في التأكد على أنه لا يتم تسريب أي من البيانات الشخصية المقدمة من قبلك. كما أنه لن يتمكن أي طرف من الإطلاع على المعلومات الخاصة للمشاركين في البحث وسيتم التخلص من السجلات والبيانات بجرد الإنتهاء من هذا البحث.

بالإضافة إلى ذلك لن يكون هذا البحث في تغريض لآية مشاكل أو نتائج من أي نوع كانت. يمكنكم إعلامنا بذلك في أي وقت تريدهم.

الرجاء وضع علامة √ في المكان المناسب:

1. تم إعلامي بهذا البحث ومجرد أهدافه؟
   √ لا

2. أوقف على المشاركة في هذه المقابلة؟
   √ لا

3. أوقف على استخدام البيانات المقدمة في هذه المقابلة لغرض البحث؟
   √ لا

الاسم:

المؤهل:

التاريخ:

توقيع:
# APPENDIX SEVEN

Data analysis methods and tools corresponding to each research question.

<table>
<thead>
<tr>
<th>KEY RESEARCH QUESTIONS</th>
<th>SUB-RESEARCH QUESTIONS</th>
<th>SOURCE OF DATA</th>
<th>CATEGORIES OF ANALYSIS</th>
<th>METHODS AND TOOLS OF ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do Interest and Self-efficacy account for Omani students’ motivation to learn English as a second/foreign language</td>
<td>Questionnaire: 1.1. Do Interest and Self-efficacy relate to the socio-cultural dimension of Omani students’ motivation to learn English as L2? 1.2. How do Interest and Self-efficacy represent the most important constructs of Omani students’ L2 motivation?</td>
<td>1-Percentages and modes. 2-Correlation analysis. 3- Linear regression.</td>
<td>- Motivated student’s profile. - Reasons for liking/disliking English. - Reasons for wanting to learn English. - Definition of motivation.</td>
<td>Analysis of phrases used to describe a motivated student: - Classification of reasons. - Adjectives. - Categories of verbs. - Phrases following verbs ‘to be’ and ‘to have’. - Nouns and noun phrases. - Rhetorical</td>
</tr>
</tbody>
</table>

**Questionnaire:**

1.1. Do Interest and Self-efficacy relate to the socio-cultural dimension of Omani students’ motivation to learn English as L2?

1.2. How do Interest and Self-efficacy represent the most important constructs of Omani students’ L2 motivation?

**Interview Questions:**

1.1.1. Can you describe an Omani student highly motivated to learn English? Use adjectives.

1.1.2. Why do/don’t some people in Oman like English?

1.2.1. Can you explain to me what ‘motivation to learn'
<table>
<thead>
<tr>
<th>2. Do the social relations of Omani students learning English as L2 affect their Interest and Self-efficacy?</th>
<th>QUESTIONNIARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Do social relations of Omani students learning English as L2 influence their Interest and Self-efficacy to learn English as L2? If so,</td>
<td>Section 8</td>
</tr>
<tr>
<td>2.2. How do actors in students' social relations influence their Interest and Self-efficacy for learning English as a second/foreign language?</td>
<td>Open-ended question.</td>
</tr>
<tr>
<td>2.3. In what ways do significant others influence Omani students' L2 Interest and Self-efficacy?</td>
<td>INTERVIEW QUESTIONS:</td>
</tr>
<tr>
<td>- Reasons for wanting to learn English.</td>
<td>2.1.1. Who is likely to influence you more in learning English, a parent, a distant or a close friend, a teacher, or anybody else?</td>
</tr>
<tr>
<td>- Role of social relations.</td>
<td>2.2.1. How do people influence your interest and confidence to learn English?</td>
</tr>
<tr>
<td>- Social influence.</td>
<td>2.3.1. Tell me in what ways people who can influence you help you to be interested in English and feel confident in it?</td>
</tr>
<tr>
<td>- Types of influence</td>
<td></td>
</tr>
<tr>
<td>- How is Influence on Interest and SE enacted?</td>
<td>Categories of verbal influence.</td>
</tr>
<tr>
<td>- Desired influence and support request.</td>
<td></td>
</tr>
<tr>
<td>- Affect</td>
<td></td>
</tr>
</tbody>
</table>
3. What are the mechanisms used by social relations to influence Omani students’ English as L2 learning Interest and Self-efficacy?

3.1. What linguistic mechanisms do actors use to influence students’ Interest and Self-efficacy to learn English as L2?

3.2. In what ways does social interaction influence Omani students’ Interest and Self-efficacy to learn English as L2?

<table>
<thead>
<tr>
<th>INTERVIEW QUESTIONS:</th>
<th>Types of judgment (function and modality).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1. What do people actually say to influence your English learning?</td>
<td>- Negative attitudes.</td>
</tr>
<tr>
<td>3.1.2. How do these expressions influence your interest and self confidence?</td>
<td>- Appreciation.</td>
</tr>
<tr>
<td>3.2.1. Tell me how your interaction with others influences your interest and confidence to learn English?</td>
<td>- Attitudinal lexis.</td>
</tr>
<tr>
<td>- Negative attitude (judgment, appreciation).</td>
<td>- Modality.</td>
</tr>
<tr>
<td>Positive attitude (judgment, appreciation).</td>
<td>- Judgment.</td>
</tr>
<tr>
<td>- Role of Social interaction.</td>
<td>- Metaphor, anecdotes and other devices.</td>
</tr>
</tbody>
</table>

Interview questions in Arabic:

1.1. هل يمكنك وصف طالب عماني لديه دافعية عالية تعلم اللغة الإنجليزية؟ الرجاء استعمال أوصاف؟

1.2.1. لماذا يجب بعض الناس في عمان و لا يجب أخرون تعلم اللغة الإنجليزية؟

1.2.2. كيف يؤثر الناس في عمان تعلم اللغة الإنجليزية و ثقتكم بالقدرة على تعلمها؟

1.3.1. من الذي ي يؤثر أكثر في اهتمامك باللغة الإنجليزية و ثقتكم بالقدرة على تعلمها؟

1.3.2. كيف يمكن للناس الذي يؤثرون فيك أن يجعلو اهتمامك باللغة الإنجليزية و ثقتكم بالقدرة على تعلمها أفضل؟

1.3.3. ما الذي يقوله الناس للتأثير في تعلمك اللغة الإنجليزية؟

2.1. كيف تؤثر هذه التعبيرات في اهتمامك باللغة الإنجليزية و ثقتكم بالقدرة على تعلمها؟

2.1.3. أخيريًا، كيف يؤثر تفاعلكم مع الناس في اهتمامك باللغة الإنجليزية و ثقتكم بالقدرة على تعلمها؟
APPENDIX EIGHT

Classification of the parts of speech used to describe a motivated student.

Modal verbs:

<table>
<thead>
<tr>
<th>Modal verb</th>
<th>Usage/construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>should + not + give up</td>
<td>Advice + what he is likely to be</td>
</tr>
<tr>
<td>should + like</td>
<td>Advice + what he is likely to be</td>
</tr>
<tr>
<td>must + have</td>
<td>Recommendation</td>
</tr>
<tr>
<td>can + not + be</td>
<td>Excluded assumption</td>
</tr>
</tbody>
</table>

Categories of verbs:

<table>
<thead>
<tr>
<th>Interest and willingness-related</th>
<th>Exhibiting devotedness and confidence</th>
<th>General or denoting activity and attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td>Number of cases</td>
<td>Verbs</td>
</tr>
<tr>
<td>like</td>
<td>18</td>
<td>Be able (to learn)</td>
</tr>
<tr>
<td>Love</td>
<td>6</td>
<td>understand</td>
</tr>
<tr>
<td>want</td>
<td>14</td>
<td>trust</td>
</tr>
<tr>
<td>Prefer</td>
<td>1</td>
<td>Surrender + not</td>
</tr>
<tr>
<td>To be (interested)</td>
<td>1</td>
<td>Tell (himself it is possible…)</td>
</tr>
<tr>
<td>accept</td>
<td>1</td>
<td>devote</td>
</tr>
<tr>
<td>trust</td>
<td>1</td>
<td>Accept</td>
</tr>
<tr>
<td>Prevent + not</td>
<td>1</td>
<td>influence</td>
</tr>
<tr>
<td>benefit</td>
<td>1</td>
<td>read</td>
</tr>
<tr>
<td>Encourage</td>
<td>2</td>
<td>use</td>
</tr>
<tr>
<td>Enquire</td>
<td>1</td>
<td>Talk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>practise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>think</td>
</tr>
<tr>
<td></td>
<td></td>
<td>make</td>
</tr>
</tbody>
</table>
### Adjectives:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Adjectives (males)</th>
<th>Adjectives (females)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological traits / Personality-based, Positive, and general traits</td>
<td>hard working (6), distinguished (3), modern (1), , good (1), not sad (1), not lazy (2), not angry (1), patient (1), good looking (1), smiling (1), intelligent (1), accurate (1), never late (1), educated (1), organised (1),</td>
<td>hard working (4), distinguished (5), different (3), not arrogant (1), modest, modern (1), extrovert (1), open-minded (1), innovative (1), not very tall (1), brown skinned (1), diligent (1), organised (1),</td>
</tr>
<tr>
<td>Confidence, Self-efficacy</td>
<td>Strong (1), proud (1), successful (1)</td>
<td>Able (1), confident (3), strong (1), audacious (1), decent (1), thin (1), sensitive (1),</td>
</tr>
<tr>
<td>Interest</td>
<td>Interested (4), Internally driven (1), cheerful (1)</td>
<td>Internally driven (1), interested (4), enthusiastic (1), ambitious (3), active (1), eager (1), willing (1), serious (1),</td>
</tr>
</tbody>
</table>
APPENDIX NINE

Phrases with verbs ‘to be’ and ‘to have’ employed by male and female subjects to define motivated students.

(1) Verbs ‘to have and ‘to be’ used by female subjects:

<table>
<thead>
<tr>
<th>PHRASE (VERB+OBJECT/COMPLEMENT)</th>
<th>VERBS</th>
<th>OBJECT/COMPLEMENT</th>
<th>OTHER PARTS OF SPEECH</th>
<th>CATEGORY</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>has more readiness for studying</td>
<td>Have</td>
<td>readiness</td>
<td>More</td>
<td>personality</td>
<td>Interest in English (willingness to study)</td>
</tr>
<tr>
<td>has a feeling of self confidence</td>
<td>have</td>
<td>a feeling of self confidence</td>
<td>personality</td>
<td>Confidence/efficacy</td>
<td></td>
</tr>
<tr>
<td>has motives</td>
<td>have</td>
<td>motives</td>
<td></td>
<td>personality</td>
<td>Goal-related</td>
</tr>
<tr>
<td>has a goal in life</td>
<td>Have</td>
<td>a goal in life</td>
<td></td>
<td>personality</td>
<td>Goal-related</td>
</tr>
<tr>
<td>has a love for exploring things and knowing more about the world</td>
<td>Have</td>
<td>love for exploring and knowing</td>
<td>personality</td>
<td>Interest in English (knowing more about it)</td>
<td></td>
</tr>
<tr>
<td>must have a small notebook on which she writes new words in this language</td>
<td>must + have</td>
<td>notebook</td>
<td>performance</td>
<td>Interest in English (reflected in the engagement in)</td>
<td></td>
</tr>
<tr>
<td>has all the good qualities</td>
<td>have all the good qualities</td>
<td>personality</td>
<td>Distinctive / unique features</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>-------------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has an ambition to become a doctor or something</td>
<td>have an ambition to become a doctor or something</td>
<td>personality</td>
<td>Goal-related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have a strong personality</td>
<td>have strong personality</td>
<td>personality</td>
<td>Confidence / efficacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has a different personality</td>
<td>have a different personality</td>
<td>Personality</td>
<td>Interest in English (aspect of being distinctive / unique)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has a high self confidence</td>
<td>have self confidence</td>
<td>High</td>
<td>personality</td>
<td>Confidence / efficacy</td>
<td></td>
</tr>
<tr>
<td>must have many aspects different from those you find in other girls</td>
<td>have many aspects different from other girls</td>
<td>Must</td>
<td>Personality</td>
<td>Interest in English (as part of being/feeling different from others)</td>
<td></td>
</tr>
<tr>
<td>is eager to know about the different accents and English dialects</td>
<td>be eager to know about different accents</td>
<td>personality</td>
<td>Interest in English (knowing about English)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is ready to learn its rules [English]</td>
<td>be ready to learn its rules</td>
<td>personality</td>
<td>Interest in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has to be sure of what she is doing</td>
<td>be</td>
<td>sure of what she's doing</td>
<td>performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Confidence / efficacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is a girl who knows more about life</td>
<td>be</td>
<td>a girl who knows about life</td>
<td>More</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distinctive / unique features</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is willing to know about other people and to communicate with others</td>
<td>be</td>
<td>willing to know about other people and to communicate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interest in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(knowing about and communicating with other people)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is always the best girl in her class</td>
<td>be</td>
<td>the best girl</td>
<td>always</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interest in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(an aspect of distinction in class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is willing to speak English from childhood</td>
<td>be</td>
<td>willing to speak English from childhood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interest in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(willingness to speak English from childhood)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(2) Verbs ‘to have and ‘to be’ used by male subjects:

<table>
<thead>
<tr>
<th>PHRASE (VERB+OBJECT/COMPLEMENT)</th>
<th>VERBS</th>
<th>OBJECT/COMPLEMENT</th>
<th>OTHER PARTS OF SPEECH</th>
<th>CATEGORY</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>has relatives who help him uh because they have experience in learning English or any other language</td>
<td>have</td>
<td>relatives who help him</td>
<td>who</td>
<td>environment</td>
<td>Social influence</td>
</tr>
<tr>
<td>has confidence in himself</td>
<td>Have</td>
<td>confidence in himself</td>
<td>personality</td>
<td>Confidence</td>
<td>efficasy</td>
</tr>
<tr>
<td>must have love for English.</td>
<td>Have</td>
<td>love for English</td>
<td>must</td>
<td>personality</td>
<td>Interest in English (love of English is a requirement)</td>
</tr>
<tr>
<td>has an English accent</td>
<td>Have</td>
<td>an English accent</td>
<td>performance</td>
<td>Confidence</td>
<td>efficasy</td>
</tr>
<tr>
<td>has an objective</td>
<td>have</td>
<td></td>
<td></td>
<td>Goal-related</td>
<td></td>
</tr>
<tr>
<td>has less free time</td>
<td>have</td>
<td>less free time</td>
<td>performance</td>
<td>Interest in English (devotes part of his free time to learning English)</td>
<td></td>
</tr>
<tr>
<td>should have skills</td>
<td>have</td>
<td>Skills</td>
<td>should</td>
<td>performance</td>
<td>Interest in English (improving the language skills)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>----------</td>
<td>-------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>should have a feeling and a willingness to learn [English]</td>
<td>have</td>
<td>a feeling and a willingness to learn English</td>
<td>should</td>
<td>personality</td>
<td>Interest in English (willingness to learn English)</td>
</tr>
<tr>
<td>should have another language in addition to Arabic</td>
<td>Have</td>
<td>have an other language in addition to English</td>
<td>Should</td>
<td>performance / personality</td>
<td>Interest in English (interest in a language other than Arabic)</td>
</tr>
<tr>
<td>has his own separate bedroom</td>
<td>have</td>
<td>separate bedroom</td>
<td>environment</td>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>has all the books and all that he needs</td>
<td>have</td>
<td>all the books and that he needs</td>
<td>environment</td>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>has a strong personality</td>
<td>Have</td>
<td>a strong personality</td>
<td>personality</td>
<td>Confidence / efficacy</td>
<td></td>
</tr>
<tr>
<td>has a high motivation and a feeling of success uh</td>
<td>Have</td>
<td>a high motivation and a feeling of success</td>
<td>personality</td>
<td>Interest in English (creates a feeling of success)</td>
<td></td>
</tr>
<tr>
<td>must revise and have perseverance</td>
<td>revise + have</td>
<td>Perseverance</td>
<td>performance + personality</td>
<td>Interest in English (revising and showing perseverance)</td>
<td></td>
</tr>
<tr>
<td>has a mentality that is suitable for learning English</td>
<td>have</td>
<td>a mentality suitable for learning English</td>
<td>personality</td>
<td>Mental capacities</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------</td>
<td>------------------------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>his time is well organised</td>
<td>Be</td>
<td>well organised</td>
<td>Performance</td>
<td>Interest in English</td>
<td></td>
</tr>
<tr>
<td>should be determined to achieve his goals</td>
<td>Be</td>
<td>determined to achieve his goals</td>
<td>should</td>
<td>Personality</td>
<td></td>
</tr>
<tr>
<td>is willing to learn English</td>
<td>Be</td>
<td>willing to learn English</td>
<td>Personality</td>
<td>Interest in English</td>
<td></td>
</tr>
<tr>
<td>is cheerful in the lesson</td>
<td>Be</td>
<td>cheerful in the lesson</td>
<td>personality</td>
<td>Interest in English</td>
<td></td>
</tr>
<tr>
<td>is proud to be good at English</td>
<td>Be</td>
<td>proud to be good at English</td>
<td>personality</td>
<td>Interest in English</td>
<td></td>
</tr>
<tr>
<td>is always ready to face difficulties</td>
<td>Be</td>
<td>ready to face</td>
<td>always</td>
<td>environment / Confidence /</td>
<td></td>
</tr>
<tr>
<td></td>
<td>difficulties</td>
<td>personality</td>
<td>efficacy (expressed by his determination)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is always in good terms with the teacher</td>
<td>to be</td>
<td>always</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>can’t be certain</td>
<td>can + not +</td>
<td>Certain</td>
<td>certain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>isn’t late</td>
<td>be + not</td>
<td>Late</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[his mind] must be ready to learn this language</td>
<td>be</td>
<td>Must</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>should be ready to learn them [English skills].</td>
<td>Be</td>
<td>should</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[the need to study English] has to be strong in his mind so that nobody can change</td>
<td>Be</td>
<td>strong in</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>|                                                                                     |              | in good terms with the teachers |                                             |
|                                                                                     |              |                              |                                             |
|                                                                                     |              |                              |                                             |
|                                                                                     |              |                              |                                             |
|                                                                                     |              |                              |                                             |</p>
<table>
<thead>
<tr>
<th>should be hardworking and uh give everything what it needs</th>
<th>Be hardworking and give everything what is needs</th>
<th>should personality</th>
<th>Interest in English (shown in being hard working)</th>
</tr>
</thead>
<tbody>
<tr>
<td>is from an urban environment</td>
<td>Be from an urban environment</td>
<td>environment</td>
<td>Social influence</td>
</tr>
<tr>
<td>is in Muscat [the capital city]</td>
<td>Be in Muscat</td>
<td>environment</td>
<td>Social influence</td>
</tr>
<tr>
<td>[is] seeking to improve</td>
<td>Be seeking to improve</td>
<td>Personality</td>
<td>Interest in English (as an aspect of his willingness to improve)</td>
</tr>
<tr>
<td>is willing to learn this language</td>
<td>be willing to learn this language</td>
<td>personality</td>
<td>Interest in English (willingness to learn English)</td>
</tr>
<tr>
<td>is able [I mean wants to and can learn this language]</td>
<td>be this language</td>
<td>able to + can</td>
<td>Personality</td>
</tr>
<tr>
<td>is motivated from himself.</td>
<td>Be motivated from the inside</td>
<td>personality</td>
<td>Interest in English (internal interest)</td>
</tr>
</tbody>
</table>
## APPENDIX TEN

**Nouns and noun phrases used to define motivation and their categories of significance.**

<table>
<thead>
<tr>
<th>MOTIVATION IS/REFERS TO...</th>
<th>SOURCE</th>
<th>RELEVANT CONSTRUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness</td>
<td>F10-1</td>
<td>Interest</td>
</tr>
<tr>
<td>Interest</td>
<td>F10-1</td>
<td>Interest</td>
</tr>
<tr>
<td>feeling from the inside</td>
<td>F10-2</td>
<td>Internal</td>
</tr>
<tr>
<td>feeling of self-confidence</td>
<td>F10-2</td>
<td>Confidence/efficacy</td>
</tr>
<tr>
<td>hard work</td>
<td>F10-2</td>
<td>Engagement</td>
</tr>
<tr>
<td>Perseverance</td>
<td>F10-2</td>
<td>Endurance</td>
</tr>
<tr>
<td>the love of English</td>
<td>F10-2</td>
<td>Interest</td>
</tr>
<tr>
<td>something internal</td>
<td>F10-2</td>
<td>Personal</td>
</tr>
<tr>
<td>a decision she has taken uh without the intervention of anybody.</td>
<td>F10-2</td>
<td>Social influence</td>
</tr>
<tr>
<td>a high position in the society</td>
<td>F10-3</td>
<td>Social influence</td>
</tr>
<tr>
<td>more importance to English</td>
<td>F10-4</td>
<td>Interest</td>
</tr>
<tr>
<td>like English lessons</td>
<td>F10-4</td>
<td>Interest</td>
</tr>
<tr>
<td>broadening of knowledge</td>
<td>F10-5</td>
<td>Interest</td>
</tr>
<tr>
<td>an opening on the world</td>
<td>F11-1</td>
<td>Interest</td>
</tr>
<tr>
<td>ambitions and aims</td>
<td>F11-6</td>
<td>Interest</td>
</tr>
<tr>
<td>self confidence</td>
<td>F11-6</td>
<td>Confidence/efficacy</td>
</tr>
<tr>
<td>a strong personality</td>
<td>F11-6</td>
<td>Confidence/efficacy</td>
</tr>
<tr>
<td>an ambition</td>
<td>F9-3</td>
<td>Interest</td>
</tr>
<tr>
<td>Hope</td>
<td>F9-3</td>
<td>Interest</td>
</tr>
<tr>
<td>the preparations</td>
<td>F9-3</td>
<td>Work output</td>
</tr>
<tr>
<td>his performance in class</td>
<td>M10-3</td>
<td>Work output</td>
</tr>
<tr>
<td>Confidence</td>
<td>M10-3</td>
<td>Confidence/efficacy</td>
</tr>
<tr>
<td>a feeling of success</td>
<td>M9-3</td>
<td>Confidence/efficacy</td>
</tr>
<tr>
<td>willingness to learn English and to attain success</td>
<td>M9-3</td>
<td>Interest</td>
</tr>
</tbody>
</table>
my brother used to work for a company
uh he had a training course in English
in order to improve his language skills.

my father uh along time ago went to
work in a company uh in PDO
[Petroleum Development of Oman] this
company asked them if they wanted to
learn English uh some people accepted
the offer but my father didn’t he
thought he didn’t need to learn English
uh so those who were with him and
took the course are now among the
supervisors in that company uh my
father was a colleague of theirs but
because they learned English they are
in a higher position now.

in Oman uh when we were kids people
among us didn’t speak English

‘He who seeks knowledge spends
nights working hard’

if he is in Muscat [the capital city] uh
he likes it uh there are many people
who like to talk in English uh but if he
is from an anterior region like Nizwa
and Samayel uh it’s difficult for him

<table>
<thead>
<tr>
<th>ILLUSTRATION</th>
<th>SOURCE</th>
<th>TYPE</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>my brother used to work for a company uh he had a training course in English in order to improve his language skills.</td>
<td>F11-5</td>
<td>anecdote</td>
<td>example</td>
</tr>
<tr>
<td>my father uh along time ago went to work in a company uh in PDO [Petroleum Development of Oman] this company asked them if they wanted to learn English uh some people accepted the offer but my father didn’t he thought he didn’t need to learn English uh so those who were with him and took the course are now among the supervisors in that company uh my father was a colleague of theirs but because they learned English they are in a higher position now.</td>
<td>F11-5</td>
<td>anecdote</td>
<td>support the argument:</td>
</tr>
<tr>
<td>in Oman uh when we were kids people among us didn’t speak English</td>
<td>F9-2</td>
<td>personal experience</td>
<td>clarify a situation. support an argument.</td>
</tr>
<tr>
<td>‘He who seeks knowledge spends nights working hard’</td>
<td>M11-4</td>
<td>proverb/saying</td>
<td>support an argument</td>
</tr>
<tr>
<td>if he is in Muscat [the capital city] uh he likes it uh there are many people who like to talk in English uh but if he is from an anterior region like Nizwa and Samayel uh it’s difficult for him</td>
<td>M9-2</td>
<td>hypothetical situation, expectation</td>
<td>support an argument,</td>
</tr>
</tbody>
</table>
## APPENDIX TWELVE

### Reasons for liking/not liking English and reasons for wanting to learn it.

(1) **Reasons for liking English:**

<table>
<thead>
<tr>
<th>Categories of reasons for liking English.</th>
<th>Subjects</th>
<th>Number of cases</th>
<th>Number of arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social relations</td>
<td>F10-1, F10-4, F11-1, F11-2, F11-3, F11-5, M10-2, M11-1, M11-3.</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Getting a (good) job</td>
<td>F10-1, F10-2, F11-2, F11-3, F11-6, F9-1, M10-1, M10-2, M10-4, M10-5, M10-6, M11-2, M11-4, M9-3, M9-4, M9-5.</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>For the sake of English/getting good education</td>
<td>M9-3, M10-1, M10-2, M10-3, M10-5, M10-6, M11-2, M11-4, M9-1.</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>The importance of English</td>
<td>F10-2, F10-3, F11-2, F11-4, F11-5, F11-6, F9-2, M10-2, M10-3, M10-4, M10-6, M11-1, M11-4, M9-1, M9-2, M9-3, M9-4.</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>Having willingness/confidence</td>
<td>F11-6, M10-1.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Encouragement</td>
<td>F10-1, F11-4, F11-2, F11-6, M11-1, F11-1</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Travelling, openness and knowing about cultures</td>
<td>F10-3, F10-2, F10-4, F10-5, M9-3, M9-5, M11-3, M9-4, F9-1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Cultural and religious reasons</td>
<td>F11-5, F9-2, M10-2.</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Categories of reasons for not liking English</td>
<td>Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family background</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Brother wasn’t offered a place at the university F10-1 to teach it to our kids uh we are leading them to learn the language of Westerners F10-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If the child grows up in a family that doesn’t like this language and s/he becomes lazy uh and careless - and also uh won’t like English F10-5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- It depends on the family - fathers who are educated uh urge their kids to learn - this language and sensitize them uh tell them about the uh importance of this language F11-3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- [my father] he urges us uh because - he himself knows uh speaks three languages - therefore we feel urged to learn English F11-3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- family problems uh make them unable to learn anything F11-6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Our fathers uh see this as not useful to the student M10-3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Parents for some of them aren’t supportive M11-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Importance of English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>something normal something insignificant F10-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is useful is studying Arabic to become a teacher of Islamic Education or a judge M10-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t find it useful learning it M10-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They don’t need it in their jobs M9-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lack of encouragement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mothers don’t encourage girls F10-1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lack of efficacy / encouragement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The fact that they don’t know English intimidates them in front of the students and they become introvert F10-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no one encourages him/her F10-5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Lack of facilities willingness or adequate learning capacities Hatred etc. | Nobody encourages them F9-3  
- Nobody encourages them to learn EnglishM11-3  
no person encouraged them M11-4  

|  | don’t want to make any efforts F10-1  
they don’t even try F10-2  
It’s difficult for them to learn F11-5  
they face many difficulties […] cannot understand the language well enough F10-4  
because of their low learning capacity F10-4  
they didn’t have the opportunity to study F10-4  
They are lazy F11-1.  

|  | They don’t like it F11-1.  
They find it a bit difficult F11-5  
They can’t afford to go to institutions and language schools to learn English F9-3  
They find it difficult to learn M10-4  
They hate it M10-4  
People who haven’t learned it or those who don’t know anything about it hate it M10-4  
Most Omanis [are] not interested in English but more willing to find jobs. M10-5
- low and doesn’t understand this language is already neglecting it and not trying to memorise new words so uh grammar rules get accumulated and he can’t read or write. so he finds it difficult to learn all these things. M11-3
- May think it’s difficultM11-4
They will find it very difficult M11-4
As an Arab I find many difficulties M11-4
They have a feeling that it’s difficult to learn this language M9-1
It’s difficult [twice] M9-1.
Their minds are programmed M9-1
They have a feeling of deception frustration M9-1
They lose interest in learning it. M9-1
They have a kind of hatred to learn this language M9-1
The reason is financial may be they aren’t finding enough money to study it M9-2.
- availability of books M9-2
their job doesn’t enable them to study English M9-2
They are old people they didn’t know about it before M9-3
they can’t go back to learn English M9-3
- somebody who is careless like the people who are lazy and who don’t have motivation to learn this language M9-3
Some living conditions don’t enable people to learn English M9-4
People say it’s difficult. M9-4
People don’t have money to spend on courses M9-4 |
- Some people need to work to help their families … don’t have jobs M9-5
  Some people don’t like it uh they say it’s difficult.M9-5
- They don’t know English

  It depends on the character of the person uh may be he doesn’t like learning languages M9-5

| Learning habits and educational system | learn without making any practice F10-1  
Classmates start learning English then they get bored F10-1  
Their time is not organized F10-1  
a girl cannot go to a college with a low grade like boys F10-1  
-There are difficulties in schools M10-6  
-Students reach secondary schools and they learn nothing from English M10-6  
  - It’s difficult to memorise some words M11-1  
  - Concentration is not easy M11-1  
  -it’s difficult for old people to learn English M11-1  
-They were not good at English from the beginning M11-2 |
| Teachers | There are reasons related to the teacher F10-3  
The teacher doesn’t have a good teaching style F10-4  
the students hate her - and the lesson becomes boring so the students will hate the teacher and the course F10-4  
-Teachers sometimes don’t have a good teaching style and don’t motivate the student F10-5  
-They were in bad terms with the English teacher for example uh who made them dislike this language F11-6  
-Sometimes teachers’ levels are lower than those of some good students uh they can’t make good students F11-6  
Teachers didn’t have enough proficiency and the ability, the adequate skills to teach us and make us love the course. F9-1  
-[in preparatory and primary schools] we didn’t have any Omani teachers F9-1  
-expatriate teachers from India and from different countries so they didn’t have a teaching style which would make us like the language F9-1  
-Every day uh the lesson was monotonous uh there was no change uh no games F9-1  
-A teacher can make you hate the subject - for example a teacher asks for some stationary uh some items you can’t provide M10-6.  
- He [the teacher] also doesn’t make the content of the lesson easy M10-6  
- If the teacher makes things complicated uh you hate this teacher M10-6  
- Teachers aren’t encouraging them M11-1  
- They also face learning difficulties because of teachers M11-2  
- as an example uh when the teacher is angry uh - not cheerful uh
doesn’t express amusement with students uh the students hate the subject and the teacher M11-2.
no teacher encouraged them to learn this language M11-4

| Social influence | There are bad friends who block the way to learning F10-1
Example: my friend doesn’t like English F10-1
If one speaks English […] people around him/her will think that this person is snob or is showing off F10-5.
People tell them it’s difficult and complicated F11-1
they say ‘it’s not easy at all - it’s very difficult.’F11-1
-many reasons from within the family - the parents the outside environment the society F11-2
- There is frustration uh there are negative messages conveyed to their minds F11-2
- these people become interested in what is said, the negative messages and don’t even try to overcome them F11-2.
- Sometimes uh some people get disappointment from the society uh people around them uh they don’t like to see this person educated F11-6
- they consider English a stranger to this society M10-3
- grandparents make them hate this language uh if you use English in front of your grandparents they become angry M11-2
- May be some radical people for example who say that if we study English we will lose Arabic M11-4
May be it’s because of the place where they live M9-1 |

| Culture threat | -it can destroy our Arabic uh and it will negatively affect us F10-2
-it’s the language of the Quran F10-3
-[they] prefer preserving their language F10-3
-Omanis uh have a sense of religious extremism and they say this is a Western language F10-3
-they want to preserve their language but don’t want to improve their way of thinking F10-3
-Some people consider it strange to our society F10-5
-effect on their language uh Arabic F11-4
-that if they learn English they will receive the influence of the Western civilization F11-4
-the Western world is not interested in learning Arabic F11-4
-They might be against the West in general and they don’t like their language F11-5
-Old people in Oman […] say ‘Arabic is the language of the Quran and we shouldn’t change our language’ uh we are proud of our language F11-5
-English is a strange language in this society F11-6
-It’s a different language F11-6
-They feel that they will lose their mother tongue F9-1
- They don’t like the behaviour of English people F9-1 |
-Arabic is the official language F9-2
-Sultanate [of Oman] has a Bedouin [rural] character M10-3
-we hold tight to our traditions and customs M10-3
-because of an enmity uh the wars we see now make people hate English people uh so they hate their customs and traditions uh and everything M10-4
-Omanis prefer Arabic to English M10-4
-Some people say it’s the Non-Muslims’ language uh only a few people. 9-4

Ignorance and lack of Open mindedness

-They are narrow minded F10-3
-They aren’t aware of other civilisations F10-3

Personal reasons

-Student doesn’t know enough about the language and its importance F10-5
-Their belief that this language is difficult and that - only its people […] can acquire it F11-2
-say it’s difficult and it’s not interesting to learn it. F11-4
-The person internally refuses to learn a new language F11-6
-This person has no incentive F11-6
-This person can’t innovate F11-6
-Shedoesn’t like it F11-6
-They don’t like English because they don’t understand this language F9-1
-It’s difficult for them F9-1
-Omanis think English is difficult uh so difficult I mean -uh they can’t practise it F9-2.
-English is quite difficult. F9-3

Lack of incentive

-It needs time - and more efforts uh - more concentration F9-3
-they don’t have motivation from the inside they have laziness to work M10-1
-their views are limited-they aim for easy jobs M10-2
-parts of English difficult to learn uh these parts like grammar M10-2
-they find it strange and they aren’t able to learn it. M10-3
-they want to go and find a job straight ahead without having any education M10-5
-are probably happy with what they already have M11-4
(3)- Reasons for wanting to learn English:

<table>
<thead>
<tr>
<th>Categories of reasons</th>
<th>Reasons for wanting to learn English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest</strong> (What makes people interested in learning English)</td>
<td>Getting a good job F10-1, teachers can intimidate students (‘you can’t read’) F10-1, supportive environment, books, teachers encourage and ‘making it like an internal willingness’ F10-1 look at reality, impossible to find a job that doesn’t require English F10-2 -you are different from other people, people are looking at you in a different way, respect F10-3 introduce people to Islam F10-3 English places the person in the position she wants F10-4 To get a job F10-4 most uh jobs now require English F10-5 to travel to other countries F10-5 goods and products are imported from European countries that speak English F10-5 most TV stations and kids’ programmes uh are in English F10-5 it’s their willingness to explore and know about things and their interest in improving their economic conditions F10-5 get good jobs F11-1 some of them like this language very much F11-2 talking to others F11-2 jobs F11-2 when people hear them using English uh they praise them F11-2 interested in languages F11-2 the language of this age F11-2 some people learn English only to boast in front of others F11-2 an interest in improving themselves F11-3 to improve their country F11-3 willingness to achieve excellence and innovation F11-3 be to be seen by people as being modern F11-3 thinking becomes better F11-3 so that they don’t feel being uh ‘Full behind’ F11-4 keep pace with other people and civilisations F11-4 improve our society F11-4 see how other societies are living F11-4 to be aware of what they wrote [about us] F11-4 they have planned F11-5 parents told them F11-5 jobs F11-6 positive external environment F11-6 most jobs require English F9-1 travel to other places F9-1 communicate with other people F9-1</td>
</tr>
</tbody>
</table>
English is already something interesting F9-2
Basic Education System F9-2
if not you’ll face many difficulties F9-2
parents and family… encourage them F9-3
studies later at university F9-3
the whole world speaks English F9-3
to talk to [somebody] in English M10-1
any job now requires English M10-1
communication is English [in Oman] M10-1
when someone goes abroad M10-1
requirement in the job market M10-2
English is the language of this age M10-2
English is the language uh of this age M10-3
the means of communication between people M10-3
prophet’s saying: …saves himself from their plots’ M10-3
know about other cultures M10-3
build or improve this society M10-3
to travel abroad M10-3
we are influenced by foreigners M10-3
studies and employment M10-3
good job and a high salary M10-3
to meet foreign people M10-3
employment M10-4
looking for his own profit M10-4
most things need English M10-4
many people appreciate those who know English M10-4
very good job …easy to do job… high salaries M10-5
To get a job M10-6
order to make friendships M10-6
for travelling M10-6
second language used in the world M11-1
to get high degrees like masters and doctorates M11-2
to have a good salary M11-2
communicate with people and travel to any country M11-2
we are backward compared to other countries M11-3
a goal M11-3
learning about a new language and a new culture M11-3
English is distinguished - it is like important M11-3
to live and communicate with institutions and work in companies M11-4
music they listen to and the songs M11-4
to convey these ideas about Arab people M11-4
the Sultanate … government jobs require English M9-1
an essential language - in the world M9-1
to keep pace with progress M9-2
Western world is more developed than other places so uh we should
learn their language M9-2
for the sake of getting jobs and higher degrees M9-2
| **Self-efficacy** | Omanis are known to be adventurous and willing to learn English M9-3  
the language of this age M9-3  
the language of globalisation M9-3  
all kinds of communication are in English M9-3  
most companies in Oman are foreign companies that use English M9-3  
to have a job 9-3  
In order to find a job M9-4  
some jobs require English M9-5  
just to master another language 9-5  
to travel abroad M9-5  

Encouragement from parents and family F10-1,  
teachers can intimidate students (‘you can’t read’) F10-1,  
‘thanks’ from teacher F10-1,  
invitations from ministries and companies to show jobs that require English F10-1  
some people have good knowledge of English F11-6  
some others get encouragement and stimulation from their parents F11-6  
example if a student is excellent from the beginning uh of course she will be excellent in all subjects F11-6  
this difficult harsh environment we live in we have to build ourselves M10-3  
somebody who is good at English – they will say ‘He knows English’ M10-4  
if you speak English very well uh you become important M9-4 |
# APPENDIX THIRTEEN

## Sources and aspects of influence.

(1)- **Parents:**

<table>
<thead>
<tr>
<th>SOURCES OF INFLUENCE</th>
<th>ASPECTS</th>
<th>INFLUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>-F10-1 Good at English, encourage me, take care of me, buy books.</td>
<td>Parents (P.) encouragement</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>- F10-2 Father: was in the army. Knows English. Has a special style, questions my capacities. He challenges me. Doesn't disappoint me, encourages me, asks me to do better. Mother: defends me. has some background knowledge about English. Left school at grade 5. Her English is limited, has very little English, urges me to persevere.</td>
<td>P. Encouragement, challenge</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F10-3 Mother influences me most. She knows English. Usually encourages me to learn languages, talks to me in English about different topics, the story she tells indicates how important English is. Taught me words and encouraged me to learn new ones, asks me to read a story, a book on how to pronounce words correctly.</td>
<td>Mother knows &amp; speaks English, encourages, shows English is important, teaches her English, tells her to read a story.</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>- F10-5 make my son/daughter the best person or they help them in different ways.</td>
<td>P. help</td>
<td>Interest</td>
</tr>
<tr>
<td>F11-1 positive influence from early childhood: they work hard to provide necessities, well being - so they encourage their kids to do well at school.</td>
<td>P. positive influence encourage</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F11-2 Parents encourage me - father, brother</td>
<td>P. encourage</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F11-4 very significant influence - by encouraging- always encourage me - not educated - don't know English.</td>
<td>P. encourage,</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F11-5 Father: encourages me very much he lost a good occasion to get promoted because he didn't learn English - when I started secondary school he told me English is the most important thing to improve. He looked at English grades first - he believes English is the language required to help find a job.</td>
<td>Father: likes her to be interested in English</td>
<td>Interest</td>
</tr>
<tr>
<td>-F11-6 when parents supported me I had more courage.</td>
<td>P. support</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F9-1 Father: encourages me - arranges for competitions at home urging us to use English.</td>
<td>Father encourages</td>
<td>SE, Interest</td>
</tr>
</tbody>
</table>
Mother: also encourages me wants me to talk to visitors in English – this makes my mother happy - this encourages me.

-F9-2 not influential in Oman like teachers, they’re old they don’t know English.

-F9-3 the most influential for Omanis - for me No.

F9-3 my father tells me ‘You should learn English’ ‘If you want I will send you to a language school to learn English’

-M10-1 My parents want me to learn English they encourage me

-M10-1 parents have more positive influence - a stronger influence

-M10-1 parents give uh advice and uh they encourage us

-M10-2 parents if uh the father has had education and knows other languages uh of course he takes care of you and advises you.

-M10-2 student needs encouragement from parents.

-M10-3 of course first come my parents motivation is from my feeling of responsibility towards them I should do something for them I must respect them and the feeling of responsibility makes me study English… my parents are above anybody else.

-M10-4 my parents advise me to study and they encourage me - most Omani parents are interested in the education of their kids - they want them to succeed

-M10-5 My parents motivate me by encouraging me to learn English and by advising me to follow the correct path because it’s a requirement for getting a job - because the whole world speaks English to the extent that the condition for recruitments is English so my parents advise me to learn English

-M10-6 A double edged sword! My parents can influence me positively and negatively uh - positively by encouraging me uh negatively by - for example I want to listen to English music uh in order to improve my English uh somehow my mother and father don’t like this

-M11-1 have a great influence on me uh they can give me encouragement uh or they can influence me negatively by saying that I needn’t learn English uh English isn’t useful uh but as a positive influence uh they encourage me and offer me courses uh private tuition with a private tutor.

-M11-2 parents have a great effect on their sons and daughters uh if they encourage them to learn English these students feel that their parents are supporting them uh I feel that my parents

| Mother encourages, wants her to talk in English | Mother encourages, wants her to talk in English |
| P. less influential than teachers | P. the most influential for Omanis not for this student |
| Father shows interest and advises | SE, Interest |
| P. encouragement | SE, Interest |
| P. stronger positive influence | SE, Interest |
| P. encourage and give advice | SE, Interest |
| P. influence, educated father takes care and gives advice. | Interest |
| P. should give encouragement | SE, Interest |
| P. first position, responsibility creates a commitment towards parents | SE, Interest |
| P. advise, encourage, want kids to succeed | SE, Interest |
| P. motivate, encourage, advise | SE, Interest |
| P. two effects: encourage, refuse English music | SE, Interest |
| P. great influence. Encourage, offer courses or say no need for English, not useful, | SE, Interest |
| P. encourage, support | SE, Interest |
encourage me to learn English they always tell me to do my best

<table>
<thead>
<tr>
<th>M11-2</th>
<th>at the beginning the parents have more effects uh in the primary school...if there is encouragement... the student understands that this language is important.</th>
<th>P. in primary school encouragement makes students feel English is important</th>
<th>SE, Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>-M11-3</td>
<td>My parents don’t know English uh whenever I sit with them uh they encourage me to learn English... so in order to obey them I want to learn more</td>
<td>P. don’t know English but encourage</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-M11-4</td>
<td>my parents encourage me to learn English since it’s a major requirement in our society</td>
<td>P. encourage since it’s important</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-M9-2</td>
<td>My parents have positive and negative effects uh they have positive influence when they give me advice guidance and by showing interest in me - but they negatively influence me uh by forgetting and neglecting me - they encourage me by providing advice and showing interest and following me and my progress in English</td>
<td>P. positive influence by encouraging, giving advice, guidance, showing interest in his work. Negative: neglecting.</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-M9-3</td>
<td>parents influence my learning of English.</td>
<td>P. influence</td>
<td></td>
</tr>
<tr>
<td>-M9-4</td>
<td>parents have more influence uh they provide me with everything uh they give me what I need to study very well and to get higher grades and they encourage me uh they buy me everything</td>
<td>P. have more influence, provide everything, encourage, buy everything for him.</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-M9-5</td>
<td>my parents uh of course tell me that I should work hard because uh in order to get admission to a college I need English if I need to get a job I need English uh it’s better to study it uh and this influences me uh it makes me like to learn the language</td>
<td>P. advise (admission, job). Makes him like English</td>
<td>Interest</td>
</tr>
</tbody>
</table>

### (2)- Family:

<table>
<thead>
<tr>
<th>SOURCES</th>
<th>ASPECTS</th>
<th>INFLUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-F10-4</td>
<td>Brothers: older brothers, educated, use English to talk to each other, I learn new words from them.</td>
<td>Older brothers create interest</td>
</tr>
<tr>
<td>-F11-2</td>
<td>brothers, sisters, (parents) encourage me. Parents, brothers and sisters: very influential: they give advice, encouragement.</td>
<td>Brothers &amp; sisters very influential, advise</td>
</tr>
</tbody>
</table>
-F11-3 At home: encouraging, good situation. (Parents), brothers, sisters (some of them) speak English. I can't be lower than them.  
Father: only grade 6, but speaks English and this motivates s. learned English by speaking to others. 
-F11-3 Brothers: help s. with crosswords in the newspaper  
F11-3 I am not influenced I have a strong personality you are strong a. I prefer helping my friend but I don’t let this friend change me.

<table>
<thead>
<tr>
<th>Family: brothers and sisters encourage, help, shouldn’t be lower than them, doesn’t received negative influence</th>
<th>SE, Interest</th>
</tr>
</thead>
</table>

-F11-4 Brothers: educated, know English and its importance, usually encourage me, make me read English books, encourage s. to watch English films.

<table>
<thead>
<tr>
<th>Brothers educated, encourage, make her read and watch films.</th>
<th>SE, Interest</th>
</tr>
</thead>
</table>

-F11-5 Brothers: played a role. s. brother studied medicine, has good English, he talks to his wife (English teacher) in English, s. understands. he gives s. books and listening materials. his wife talks to s. in English.

<table>
<thead>
<tr>
<th>Brother: studied medicine, good at English, gives books, his wife speaks English</th>
<th>SE, Interest</th>
</tr>
</thead>
</table>

-F11-6 family has an effect. s. first environment. family gives encouragement, incentive. s. had high marks when she was in grade four primary school, family said 'Excellent' 'you had a distinction' 'You got high marks'  
Family: now they say: 'This is the language of this age'  
'This language will benefit you'  
s. wanted to learn it as an internal drive.  
F11-6 brothers: some of them had difficulties in English. s. is the best, family encourages her during exams. s. has been improving, so ths made her encouraged.

<table>
<thead>
<tr>
<th>Family: encouragement, incentive, makes her efficacy stronger Show importance of English. Brothers levels are lower</th>
<th>SE, Interest</th>
</tr>
</thead>
</table>

-F9-2 Brothers - for me I have two brothers studying in Britain, their English is good, talk to me in English at home and in discussions check my understanding – I practises English with them even to say something in private.

<table>
<thead>
<tr>
<th>Brothers influential, have good English, discussions in English,</th>
<th>SE, Interest</th>
</tr>
</thead>
</table>

-F9-2 that my brothers influenced me and changed my life by making me learn English.

<table>
<thead>
<tr>
<th>Brothers influenced her and made her learn English</th>
<th>Interest</th>
</tr>
</thead>
</table>

-F9-2 my whole family speaks English because they realised English plays an important role in totally changing the person

<table>
<thead>
<tr>
<th>Family speaks English and think it’s important</th>
<th>Interest</th>
</tr>
</thead>
</table>

-F9-3 my brothers at home speak English and they tell me uh they encourage me to learn English

<table>
<thead>
<tr>
<th>Brothers: speak English at</th>
<th>Interest</th>
</tr>
</thead>
</table>
-M10-2 brothers [advise you]… student needs encouragement from brothers

- M10-4 brothers usually advise me - they try to change my way of thinking.

- M11-2 my sister teaches English in the College of Technology in Nizwa uh she has a BA uh so she always urges me to learn English… it’s like having a teacher at home

- M11-4 my family is important

- M11-4 brothers are good at English and they encourage me of course when you see that all your brothers are good at English and you are not uh this gives you an encouragement

- M9-1 my family uh for example plays an important role uh as they motivate me regularly

- M9-3 my brothers advise me to study and they motivate me

- M9-5 my brothers uh no one of them is an English teacher uh my brother applied for admission in the Military College in three occasions but failed I think because of English.

(3)- Relatives:

<table>
<thead>
<tr>
<th>SOURCES</th>
<th>ASPECTS</th>
<th>INFLUENCE S</th>
</tr>
</thead>
<tbody>
<tr>
<td>-F11-2 always encourage me, usually praise me.</td>
<td>Encourage, praise</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F11-6 relatives: encouragement from friends and relatives means it's important.</td>
<td>Encouragement</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F9-2 my uncle uh he noticed that my English was improving uh we correspond via email and SMS and uh in English and even when I meet him we talk in English</td>
<td>Uncle: noticed her English is improving. Talks and corresponds in English</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-M10-2 relatives [advise you].</td>
<td>advise</td>
<td>Interest</td>
</tr>
<tr>
<td>-M10-4 relatives are very important here uh they inform us</td>
<td>Very important, inform</td>
<td></td>
</tr>
</tbody>
</table>
(4)- **Friends:**

<table>
<thead>
<tr>
<th>SOURCES</th>
<th>ASPECTS</th>
<th>INFLUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-F10-1 If s/he good and better than me, urges me to study English, gives advice, gives help.</td>
<td>Urges, gives help and advice</td>
<td>Interest</td>
</tr>
<tr>
<td>-F10-2 have the same ambition, she urges me, tells me new English words...taught me spelling, played a role in making me reach this level.</td>
<td>Has ambition, urges, teaches, helps</td>
<td>Interest</td>
</tr>
<tr>
<td>-F10-3 Close friend: my cousin (Ruqya). She studies English at SQU she wants me to improve we meet every weekend, and learn 20 new words she urges me to learn English We talk in English.</td>
<td>e.g. Ruqaya wants her to improve, meet once a week, study together, talk to her in English</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>- F10-5 like English their influence is unconscious.</td>
<td>They like English, influence</td>
<td>Interest</td>
</tr>
<tr>
<td>-F11-1 a close friend has positive influence encourages cooperates exchanges help - a distant friend can have a negative effect she doesn't encourage me.</td>
<td>Close friend: influence encourages, cooperates, exchange. Distant friend: negative effect, no encouragement,</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F11-2 My best friend is good at English better than me -- urges me to be more enthusiastic and to learn English - distant friends don't care too much about me don't sit with me often don't meet often.</td>
<td>Best friend: good at English, urges. Distant friends: doesn't care, no frequent meetings,</td>
<td>Interest</td>
</tr>
<tr>
<td>F11-2 Distant friend has bad negative message I don't listen to her.</td>
<td>Distant friend: negative effect</td>
<td>Interest</td>
</tr>
<tr>
<td>-F11-3 Distant friends didn't learn much from me Close friends 4 friends we sit together work together to improve our English by doing homework projects exchanging ideas experience advice.</td>
<td>Distant friends: not much influence. Close friends4:study together and exchange ideas, advice, experience, etc.</td>
<td>Interest</td>
</tr>
<tr>
<td>-F11-4 Girls in school many of them don't like English - feel it's difficult - don't have willingness, influences learning other subjects.</td>
<td>Girls in school: don't like English, no willingness, influence</td>
<td>Interest</td>
</tr>
<tr>
<td>-F11-5 Friends at school - in the English Club play games make presentations – acting they give advice have a section in the notice board English week broadcasting in the morning assembly</td>
<td>Friends at school: perform activities, encouraging.</td>
<td>SE, Interest</td>
</tr>
</tbody>
</table>
radio programme in front of visitors - my friend was encouraging

-F11-6 friends encouragement from friends and relatives means it's important – I’m from science they are from arts sections their levels are lower than me I wanted to overcome difficulties -- but I couldn’t - we revised together gave them help – I was like a teacher - his encouraged me and made me more motivated.

-F9-1 Close Friend: encourages me they talk in English - my English isn't perfect I try to improve.

-F9-2 my close friend uh I often talk to her in English uh and we use Arabic also.

-M10-1 my close friend uh has a positive influence on me - even uh a distant friend of mine has uh a positive influence

-M10-1 direct influence uh from a close friend is uh much stronger

-M10-1 close friends have positive influence - distant friends uh have less effects.

-M10-2 student needs encouragement from friends.

-M10-3 there is a proverb in Arabic which says ‘Tell me who your friend is I’ll tell who you are’ so they have influence outside not inside school uh by giving advice uh if you don’t understand something and you find it difficult to get an explanation for something I mean getting help when you need help - this is given by a close friend - but uh another friend uh a distant friend uh may have no influence.

-M10-4 people who are close to you uh the close friend uh is the one who he is next in influence importance to the teacher uh he thinks of what’s in your interest

-M10-5 negative friends tell me that English is useless and it’s difficult and so on uh that’s what makes people frustrated but the good friends urge me to learn English and to do my best.

-M10-6 their influence is negative uh we have a habit in Oman uh we complain friends say ‘Why is this? Why learning this language? We can go and find jobs in companies uh
and we are good uh Thank God! 120 or 180 Omani Rials and that’s enough’
M10-6 distant friends uh normally don’t influence me because there is no strong relationship
and I see them less often - but some people whom I like and respect uh they don’t influence me
because we are not intimate

<table>
<thead>
<tr>
<th>M11-1</th>
<th>if they want me to learn English they will help me.</th>
<th>Encourage him to leave</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Help</td>
<td>Distant friends: no influence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>because he sees them less often, no strong relationship, not intimate</td>
</tr>
</tbody>
</table>

M11-1 useful and influential if we study together uh when we study together uh but some of
them ask me to go and play football with them - other friends uh correspond with me in English
uh some people urge us not to study English but some friends urge us to study English

<table>
<thead>
<tr>
<th>M11-2</th>
<th>some of them encourage me to learn English some of them don’t encourage me to learn English I have some friends learning English</th>
<th>Some: encourage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some: don’t encourage,</td>
<td>SE, Interest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M11-3</th>
<th>my close friends encourage me and want me to learn well and try to reassure me</th>
<th>Close friend: encourages, wants him to learn, reassures.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SE, Interest</td>
</tr>
</tbody>
</table>

M11-3 those who don’t encourage me uh of course the distant ones uh if you have a close friend
who doesn’t encourage you while you are willing to learn English and you doesn’t care about
your future career uh you will certainly distance yourself from him

<table>
<thead>
<tr>
<th>M11-4</th>
<th>close friends have an effect so a friend who has more knowledge more vocabulary makes me work more to be like him uh but distant uh normal friends I don’t think they have an effect because I don’t have a strong relationship with them and I don’t have time to talk to them about English.</th>
<th>Close: makes him work, Distant: no effect because no time and no relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SE, Interest</td>
</tr>
</tbody>
</table>

M11-4 close friends have an effect so a friend who has more knowledge more vocabulary makes me work more to be like him uh but distant uh normal friends I don’t think they have an effect because I don’t have a strong relationship with them and I don’t have time to talk to them about English.

<table>
<thead>
<tr>
<th>M9-1</th>
<th>a friend has a role also because he motivates me and gives me reasons uh he gives me convincing reasons to learn this language - so uh I have love and willingness to learn this language</th>
<th>Motivates, convinces to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English, makes him love English and willing to learn it</td>
<td>SE, Interest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M9-2</th>
<th>friends make me uninterested in English - positively uh I can make use of their knowledge if they know English I learn from them uh they know more and I know less so I can learn from them - uh the negative effect comes from neglecting the course by following friends in all their bad activities uh abandoning education</th>
<th>Friends: make him uninterested, neglecting, following friends, abandoning education.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>He learns from them.</td>
<td>SE, Interest</td>
</tr>
</tbody>
</table>

M9-2 I am away from them uh I see them only during short visits uh they are sometimes willing
to urge me to study or they advise me to learn English - my friend Lasaad uh a close friend he
really influences me positively by advising me uh I practise English with him and - he provides

<table>
<thead>
<tr>
<th>M9-2</th>
<th>I am away from them uh I see them only during short visits uh they are sometimes willing to urge me to study or they advise me to learn English - my friend Lasaad uh a close friend he really influences me positively by advising me uh I practise English with him and - he provides</th>
<th>See them sometimes: urge, advise, Lasaad close friend, positive</th>
</tr>
</thead>
</table>
guidelines - but uh another friend uh a distant friend uh only through some visits I mean when I visit him uh he advises me to leave school uh this is a negative advice but if he advises me to continue studying uh this will be a positive advice - but my close friend has uh more effect because he is with me all the time uh the distant friend huh I don’t see him all the time - once or twice a year only

| -M9-3 friends influence my learning of English through the use of internet websites that improve our learning of English | influence, advises, practise English, Distant friend: visits, advises to leave school, sees him 1 or 2 a week. Close friend more effect |
| -M9-4 my friends also advise me uh some of them uh Talib for example tells me that it’s useless learning English some of my friends are bad students uh failures uh they don't want me to learn and they make me uh not willing to learn English | Through use of websites that improve learning of English |
| M9-4 bad influence friends uh some of them uh tell me ‘Let’s go out’ uh It’s useless revising now’ | Friends advise. e.g. Talib: English is useless, Some friends: failures, make him unwilling |

(5) - The teacher:

<table>
<thead>
<tr>
<th>SOURCES</th>
<th>ASPECTS</th>
<th>INFLUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>-F10-1 if she's interested. our levels are very low, she tells us after the lessons about what we need to improve, school activities help us learn more. With my teacher I want to: participate, interact, ask, talk. the teacher becomes, a friend, like a parent.</td>
<td>Interested teacher: advises, interact, becomes a friend, like a parent</td>
<td>Interest</td>
</tr>
<tr>
<td>-F10-2 her way of explaining, her teaching style were important. used films, discussions, quizzes. She encouraged me, gave detailed comments, encouraging comment. Received full marks, the role of the teacher in raising encouragement and self confidence.</td>
<td>Explanation, teaching style, encouraged, good comments, gave full marks, raised self confidence</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>ID</td>
<td>Quote</td>
<td>Summary</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| F10-3 | 1st English teacher: Indian, didn't encourage us, very nervous, gave whole lesson and left, used the course book only, never asked anybody to read or gave answers, she didn't understand us, she didn't correct our mistakes.  
2nd English teacher: a Tunisian teacher. learned English from her, learned how to pronounce English correctly, made me participate in English quizzes, encouraged me I was afraid, I acted in a play, she talked about my success in the morning assembly, encouraged us to learn French, she came to class with a smile, joked with us, devoted one session to free reading, she gave us a story to read, encouraged us to memorise new words and to work harder, asked us to check our own spelling, gave us presents in the morning assembly, our levels became higher, she encouraged me to learn something that has to do with English. | 1st teacher: Indian, no encouragement, nervous, no interest in explanation,  
2nd teacher: Tunisian, benefited her, encouraged, cheerful, |               |
| F10-4 | At the preparatory level the teacher used different teaching techniques motivating activities at that level I watched English TV programmes - this made me love English. | Preparatory level teacher: motivated, variety of activities, students watched TV, love English | SE, Interest   |
| F10-5 | can be the main reason why students like English - when you like the person you follow her ideas this makes the person like English. | Teacher: the reason why you like English, | Interest       |
| F11-1 | The most influential person - in constant contact with her (at school, sometimes at home). she encourages me to learn English. Her teaching style explains well, encourages competition among students. I want to please her by showing her that I am good at English - (again) has a significant effect - A teacher can have a negative effect but not s. | Teacher: the most influential, significant effect, constant contact, encourages, she wants to prove to the teacher she is good at English | SE, Interest   |
| F11-2 | high level, teacher at grade ten encouraged s. asked questions about the morning assembly, made the class do homework. S. like English very much, English became her favourite language, teacher was very important. some teachers don't encourage students. | Grade 10 teacher: asked, made do homework, students liked English, their favourite language, important teacher | SE, Interest   |
| F11-3 | Teacher an Indian lady - never used Arabic in class students started knowing about English at grade five. Omani teachers - one of them gave 1/4 of the lesson in Arabic- students learned nothing. | Indian lady, no Arabic in class  
Omani teacher: ¼ of lesson in Arabic, learned nothing | SE, Interest   |
| F11-4 | have an important role in encouraging me | Foreign teachers: treated her well.  
She encouraged, they overcome difficulties, English important | SE, Interest   |
| F11-6 | I was taught by foreigners… I was among the distinguished students - well treated by teachers. encouraged me without real incentives - at grade ten I overcame difficulties thanks to encouragement from all teachers – I felt English is important. |                       |               |
-F9-1 Teachers at school neither encourage nor discourage me only give lessons no encouragement but make me participate in competitions.  
No encouragement, she participated in competitions.  
SE, Interest

-F9-2: The teacher generally influence.  
Teacher influences

F9-2 it's an essential role especially in the first years at school.  
1st years at school, teacher influential.

-F9-3 my female teacher plays a good role uh some of our female teachers are good and their explanations are clear and they make us like English  
Explain well, make her like English.  
Interest

-M10-1 a teacher can make you like English - I don’t know teachers very well - but in class uh they encourage us - some teachers uh encourage us  
Can make you like English, encourage  
SE, Interest

M10-1 teachers explain well in class  
Explain well

-M10-2 mostly teachers [advise you] … student needs more encouragement not from teachers because a teacher is an individual in this institution  
Advise, teachers can encourage  
SE, Interest

-M10-3 in the next stage uh comes the teacher uh the teacher who uses the book only uh who answers all the exercises in the book - then asks us to copy from the black board uh this teacher is [smiling] useless uh but the teacher who discusses with you and brings extra exercises and makes the lesson interesting uh is in the second position.  
Next stage of influence, Useless teacher; writes everything in the board.  
Active teachers make lesson interesting  
Interest

-M10-4 the teacher who has knowledge and information urges me how can we say that he doesn’t influence me? He is the teacher and the guide - if he says English is something useful and so on uh so if the teacher tells me to do something uh I believe him  
Teacher who has knowledge: urges, the guide, believable if he says English is useful  
The most influential  
SE, Interest

M10-4 if the teacher says you are good and you can do well in it uh he is trying to change you totally because he has information about everything - you follow the teacher - before this try to ask people but you also ask the teacher about his point of view uh he will tell you what’s good and what isn’t good for you  
The most influential evaluates the efficacy level  
The most influential, gives information

M10-4 the most important and basic one is the teacher uh then come relatives uh after the teacher uh they change my ideas but the teacher comes first because he gives me information uh he knows about things.  
Not perfect, students mock him, Normally teacher gives advice and wants students to succeed.  
Interest

-M10-5 my teacher teaches me English in a uh I can’t say perfect way … that’s why students mock him… you always find the teacher giving advice and wanting a good future career for his students.
<table>
<thead>
<tr>
<th>Code</th>
<th>Statement</th>
<th>Analysis</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>M10-6</td>
<td>teachers are serious and we don’t like it… M10-6 teachers influence me uh may be - in primary schools we were taught by Omanis - an Omani teacher used the book only - he didn’t give anything extra. M10-6 when we came to secondary schools uh we are taught by expatriates - in class the teacher puts his book inside his bag and uh he gives something useful from his mind uh so he teaches us things we haven’t seen before. M10-6 some teachers who say ‘You’ve been learning this language for many years and you know nothing’ uh ‘You certainly hate the language and the teacher.’</td>
<td>Serious teacher: not liked. Primary school: Omani teachers used books only. Teacher doesn’t use course book often. Teachers say students have learned nothing.</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>M11-1</td>
<td>when the effect is negative uh the doesn’t have a good relationship with the student and there is no information dissemination from his side… he teaches those who know and neglects those who don’t</td>
<td>Negative effect: no good relationship with students, no dissemination, neglects some students</td>
<td>Interest</td>
</tr>
<tr>
<td>M11-2</td>
<td>if the teacher is kind and he wants the student to understand the information uh if he has a good teaching style and if he uses a variety of teaching methods uh so that the student finds it good and understands the lessons and prepares for the new lessons and eagerly waits for the lesson to start M11-2 I believe the teacher has more influence on the student than other people uh I think so - if the teacher urges the student to learn English he likes him</td>
<td>Is the most influential. Teacher: kind, benefits students, good teaching style, students wait for the lesson. Urges them, likes them</td>
<td>Interest</td>
</tr>
<tr>
<td>M11-3</td>
<td>some teachers don’t deserve to be called teachers because they don’t encourage us but there are new teachers who have tried their level best to make us improve M11-3 teachers who weren’t serious uh from the first day they knew about our levels so they were sure nobody would ask them to explain anything and they didn’t help us M11-3 they used to write lessons on the board then ask us to copy everything in the activities books and they checked them before any supervisors came …[students] they cannot go to their teachers and tell them that they want lessons to be explained uh the teacher will reduce their marks… [if] a student goes to the headmaster to complain about a teacher this creates enmity - this is what makes students go and seek private tuition.</td>
<td>Some don’t deserve it, because they don’t encourage. New teachers helped us improve Some not serious: no help, wrote lessons and students couldn’t complain.</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>M11-4</td>
<td>the teacher is a source of information uh he is the one who gives uh ideas… so if the teacher doesn’t make you like the subject uh you won’t like it</td>
<td>Teacher: source of information, ideas, the only one who can make</td>
<td>Interest</td>
</tr>
</tbody>
</table>
-M9-1 the teacher in school uh has a big role also uh in learning this language as he gives us uh reasons to learn this language uh so that we have love for it  
-M9-2 Mohamed Abdul Majid - and the other teachers through their way of teaching uh by giving advice and assigning more homework - uh it’s essentially related to students’ intention to study - by advising me to study English he makes me interested because he shows me that English is important.  
-M9-4 teachers want us to learn uh and they advise us to learn English and they tell us that it’s an important language  
-M9-5 if the teacher explains well we like the language uh this depends on the type of teacher uh if the teacher doesn’t explain we can’t learn English at class four in the primary school uh we had a teacher called Hmoud who is now a school headmaster uh he used to encourage us and uh he gave us things that made us better in English - all the teachers we had were good - we had an Egyptian teacher called Sabry and a Tunisia teacher called Mounir uh they were all good - Now we have another teacher Saleh who asks us to write paragraphs uh he made our English better -

(6)- **People/other people:**

<table>
<thead>
<tr>
<th>SOURCES</th>
<th>ASPECTS</th>
<th>INFLUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>-F10-3 tease us - say 'showing off'.</td>
<td>Teasing, accusation of showing off</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F11-2 People around us.like to make those who like English frustrated: 'she's boasting' wants to look 'genius', are you an Arab or an English person?'</td>
<td>Create frustration, accusations: boasting, looking genius, questioning identity</td>
<td>SE, Interest</td>
</tr>
<tr>
<td>-F9-2 [it’s believed that] the person speaks English you have a positive idea about him uh this is a person who has good English so this is a respectful person who is sublime uh somebody who has a high level of education uh has high thinking capacities - who is ambitious - has a high style</td>
<td>Positive idea bout those who speak English, respectful, sublime, high level of education, and high thinking capacities, ambitious, has high style</td>
<td>Interest</td>
</tr>
<tr>
<td>-M10-2 people around you in general</td>
<td>People around you</td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX FOURTEEN

## Verbal and non-verbal influence on interest and SE.

<table>
<thead>
<tr>
<th>Verbal influence</th>
<th>Non verbal influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>SE</td>
</tr>
<tr>
<td><strong>Family/Parents</strong></td>
<td></td>
</tr>
<tr>
<td>F9-1, F9-3</td>
<td>F11-2,</td>
</tr>
<tr>
<td>M10-2</td>
<td>F11-6,</td>
</tr>
<tr>
<td>M10-3</td>
<td>F9-1, F9-3,</td>
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<tr>
<td>M10-4</td>
<td>F9-3, M10-2,</td>
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<tr>
<td>M10-5</td>
<td>M11-3, M11-3,</td>
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<td>M11-1</td>
<td>M11-3, M11-4,</td>
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<td>M11-3</td>
<td>M9-2, M9-3,</td>
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<tr>
<td>M11-4</td>
<td></td>
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<tr>
<td>M9-2</td>
<td></td>
</tr>
<tr>
<td>M9-3</td>
<td></td>
</tr>
<tr>
<td><strong>Brother/sister</strong></td>
<td></td>
</tr>
<tr>
<td>F10-4,</td>
<td>F10-4,</td>
</tr>
<tr>
<td></td>
<td>F9-2</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td></td>
</tr>
<tr>
<td>M10-2</td>
<td>F10-3,</td>
</tr>
<tr>
<td>M9-2</td>
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<td>M9-3</td>
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<tr>
<td><strong>Relatives</strong></td>
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<td>F9-1</td>
<td>M10-1,</td>
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<td></td>
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<tr>
<td><strong>Friends/students</strong></td>
<td></td>
</tr>
<tr>
<td>M10-3</td>
<td>F9-1, M10-1,</td>
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<td>M10-4</td>
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</tr>
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<td>M9-4</td>
<td></td>
</tr>
<tr>
<td><strong>Other people/students</strong></td>
<td></td>
</tr>
<tr>
<td>F10-5,</td>
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<td>F11-1,</td>
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<td>M9-2, M9-5,</td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>MALES</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>FEMALES</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL CASES</strong></td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
## APPENDIX FIFTEEN

### Appreciation of positive attitudes.

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Source</th>
<th>Expressions</th>
<th>Attitudinal lexis</th>
<th>Type of appreciation</th>
<th>Amplification</th>
<th>Modality</th>
</tr>
</thead>
</table>
| F10-3| They   | - This language improves her level uh she knows a language that others don’t.  
- This language will help her transmit a message while others can’t. | improves help      | Valuation            |               | can      |
<p>| F11-3| UNKNOWN| - This language is essential nowadays.                                      | essential         | Valuation             |               |          |
| F11-4| People | - Learning English helps us know about other civilisations.                 | helps             | Valuation             |               |          |
| F11-4| Family | - Try to master English so that it becomes your arm to get a degree.        | Arm tool          | Valuation             | God willing   |          |</p>
<table>
<thead>
<tr>
<th></th>
<th>MOTHER</th>
<th>- English is the most important subject and you should do your best.</th>
<th>Important</th>
<th>Valuation</th>
<th>Most</th>
<th>should</th>
</tr>
</thead>
<tbody>
<tr>
<td>F11-5</td>
<td>Relatives</td>
<td>they all want to improve their English uh everybody encourages the other person by saying that we should improve.</td>
<td>Improve</td>
<td>Valuation</td>
<td>Should</td>
<td></td>
</tr>
<tr>
<td>F11-6</td>
<td>Mother</td>
<td>- English is important.</td>
<td>Important</td>
<td>Valuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F9-2</td>
<td>Uncles</td>
<td>- We want this girl whom we made hopeful to become good at English and have a distinguished position in her society.</td>
<td>Distinguished position</td>
<td>Valuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F9-2</td>
<td>Father</td>
<td>- Thank God uh I changed my mind so I want you to be interested in English and to practise it.</td>
<td>Interested</td>
<td>Reaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M10-1</td>
<td>They</td>
<td>- English is important for your future. -You need it. - It helps you improve. - Your future career is black lost without English.</td>
<td>Important Need Helps, improve black</td>
<td>Valuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M10-2</td>
<td>Father</td>
<td>- To be or not to be that’s the question.</td>
<td></td>
<td>Valuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M10-2</td>
<td>Teachers</td>
<td>future career will be brilliant.</td>
<td>brilliant</td>
<td>Valuation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| M10-3 | Friends | - This person found a job.  
- The other person has become this and that.  
- That person was promoted. This person and that etc.  
- Mashaa Allah [Thank God, said to protect somebody from bad eye and jealousy] Mazin got his doctorate uh Mazin travelled abroad. when we see the good- at-nothing who haven’t had any diplomas uh and who may be rejected by their parents.  
- It’s really hot!  
- The salary is not enough. | Job  
Promoted  
Hot  
Salary | Valuation |
|-------|--------|-------------------------------------------------|----------------|
| M10-6 | Some guys | - English is a nice language you should use it to talk to people uh because of our life requirements you should spend a long time learning English if you want to find a job you should learn English. | Nice  
Reaction  
Valuation | Should |
| M9-3  | Family | [Say that] that English is the language of this age and it’s an easy language and that I should learn it. | Easy  
Nice  
Valuation | Should |
| M9-3  | Teachers | [say that] we can learn English. | Composition  
Can |
<table>
<thead>
<tr>
<th>M9-3</th>
<th>Parents</th>
<th>[say that] English is very essential in order to lead a happy life so they say: - Learn English and try to improve yourself in it.</th>
<th>Essential Happy Improve</th>
<th>Valuation</th>
<th>very</th>
</tr>
</thead>
<tbody>
<tr>
<td>M9-3</td>
<td>Close friends</td>
<td>- English is a normal and easy language uh you can find the words when you need them. - English is easy. - English is perfect it’s the language of this age uh it helps you in your daily life. - You can use English when you go abroad, in your job or at home, you can teach English to other people.</td>
<td>Easy Normal Perfect</td>
<td>Reaction Composition Valuation</td>
<td>can</td>
</tr>
<tr>
<td>M9-4</td>
<td>Parents</td>
<td>- English is important.</td>
<td>Important</td>
<td>Valuation</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX SIXTEEN

### Supportive linguistic devices

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Source</th>
<th>Expressions</th>
<th>Attitudinal lexis</th>
<th>Type of judgment</th>
<th>Function /impact</th>
<th>Amplification</th>
<th>Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>F10-2</td>
<td>They</td>
<td>- This girl is open minded uh she studies English and we don’t know what she’s intending to do with this.</td>
<td>Open-minded</td>
<td>Personal-admire</td>
<td>Efficacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F10-3</td>
<td>They</td>
<td>- This will teach your kids in the future. - God willing if your language isn’t perfect you can improve it with time and you will get a degree.</td>
<td></td>
<td>Personal-admire</td>
<td>Efficacy</td>
<td>Can</td>
<td></td>
</tr>
<tr>
<td>F10-5</td>
<td>They</td>
<td>- Look she’s going to learn English. - She’ll be able to use English to communicate with people. - It’s good she’s learned this language quickly she is doing her best.</td>
<td>-Good</td>
<td>Personal-admire</td>
<td>Efficacy</td>
<td>Quickly, her best</td>
<td>Be able to</td>
</tr>
<tr>
<td>F11-1</td>
<td>They [students]</td>
<td>- May Allah protect you - you are intelligent uh you are excellent.</td>
<td>-Intelligent</td>
<td>Moral-praise</td>
<td>Efficacy</td>
<td></td>
<td>May</td>
</tr>
</tbody>
</table>
| F11-2 | They | - You are genius!  
- You are innovative.  
- Your English is fantastic!  
- Excellent! - You speak good English.  
- May Allah Almighty protect you and help you improve!  
- Carry on working hard! | -genius  
Innovative  
Fantastic  
Excellent  
good | Moral-praise | Efficacy  
Encourage-ment | May |
| F11-6 | Mother | - You’re better than your brothers so work harder. | Better  
harder | Moral-praise | Efficacy |
| F11-6 | Teacher | - You’re outstanding. You’re excellent.  
- Carry on!  
- Great! We hope you will improve and have a brilliant future. | Outstanding  
Excellent | Moral-praise  
Encourage-ment  
Efficacy | Great |
<p>| F9-1 | Teacher | - You have a good pronunciation. | Good | Moral-praise | Efficacy |
| F9-1 | Sister | - says [that I] know more words than her. | More | Personal-admire | Efficacy |</p>
<table>
<thead>
<tr>
<th></th>
<th>People</th>
<th>- That’s cool and it’s good that you talked in a confident way uh the topic was good.</th>
<th>Good</th>
<th>Personal-admire</th>
<th>Encourage</th>
<th>Efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>F9-3</td>
<td>Brothers</td>
<td>- Safia is clever.</td>
<td>Clever</td>
<td>Moral-praise</td>
<td>Efficacy</td>
<td>Encourage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Safia is a good student.</td>
<td>Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Safia has good English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F9-3</td>
<td>Family</td>
<td>- Safia is good. - Safia is hard working.</td>
<td>Good</td>
<td>Moral-praise</td>
<td>Encourage</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Excellent Safia!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- She knows English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F9-3</td>
<td>Teachers</td>
<td>- Excellent.</td>
<td>Excellent</td>
<td>Moral-praise</td>
<td>Encourage</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Safia’s handwriting is good.</td>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M10-3</td>
<td>Friends</td>
<td>- Mashaa Allah [Thank God, said to protect somebody from bad eye and jealousy] Mazin got his doctorate uh Mazin travelled abroad.</td>
<td>Mashaa Allah</td>
<td>Moral-praise</td>
<td>Encourage</td>
<td></td>
</tr>
<tr>
<td>M11-3</td>
<td>Some students</td>
<td>- You are better than us uh you at least you tried.</td>
<td>Better At least</td>
<td>Personal-admire</td>
<td>Efficacy</td>
<td></td>
</tr>
<tr>
<td>M9-3</td>
<td>Teachers</td>
<td>[say that] we can learn English.</td>
<td>Personal-admire</td>
<td>Efficacy</td>
<td></td>
<td>Can</td>
</tr>
</tbody>
</table>
## APPENDIX SEVENTEEN

### Unsupportive linguistic devices.

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Sources</th>
<th>Expressions</th>
<th>Subject</th>
<th>Type of appreciation</th>
<th>Attitudinal lexis</th>
<th>Amplification</th>
<th>Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>F10-1</td>
<td>THEY</td>
<td>- There are people who had good English … couldn’t go to a university or a college.</td>
<td>English</td>
<td>Valuation</td>
<td>good</td>
<td>Couldn’t</td>
<td></td>
</tr>
<tr>
<td>F10-3</td>
<td>They</td>
<td>- English won’t be of any use for her at all.</td>
<td>English</td>
<td>Valuation</td>
<td>Of any use</td>
<td>Any, at all</td>
<td></td>
</tr>
<tr>
<td>F10-3</td>
<td>THEY</td>
<td>because this language is difficult nobody can learn it uh except for Westerners.</td>
<td>English</td>
<td>Composition</td>
<td>Difficult, Nobody</td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>F10-4</td>
<td>THEY</td>
<td>- The rules of English are difficult. - looking for one meaning difficult.</td>
<td>English</td>
<td>composition</td>
<td>Difficult, difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F11-2</td>
<td>They</td>
<td>- English is a difficult language.</td>
<td>English</td>
<td>composition</td>
<td>Difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F11-2</td>
<td>They</td>
<td>- I don’t care about English.</td>
<td>English</td>
<td>reaction</td>
<td>Don’t care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F11-4</td>
<td>Students</td>
<td>- It’s difficult.</td>
<td>English</td>
<td>composition</td>
<td>Difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F11-4</td>
<td>Students</td>
<td>- It’s a foreign language. Why should we learn it?</td>
<td>English</td>
<td>reaction</td>
<td>Foreign</td>
<td>Should</td>
<td></td>
</tr>
<tr>
<td>---------</td>
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<td>--------------------------------------------------</td>
<td>---------</td>
<td>----------</td>
<td>---------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>F11-3</td>
<td>THEY</td>
<td>- English is difficult</td>
<td>English</td>
<td>composition</td>
<td>Difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F11-4</td>
<td>THEY</td>
<td>- Grammar is difficult</td>
<td>English</td>
<td>composition</td>
<td>Difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F11-4</td>
<td>They</td>
<td>- It’s useless.</td>
<td>English</td>
<td>useless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- We don’t need it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F11-6</td>
<td>Some people</td>
<td>- English is difficult.</td>
<td>English</td>
<td>composition</td>
<td>Difficult, complicated headache</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- It’s complicated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- English makes a headache.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F11-6</td>
<td>Some people</td>
<td>- English is useless.</td>
<td>English</td>
<td>Valuation</td>
<td>Useless</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- It’s not good for the future.</td>
<td></td>
<td>Not good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M10-1</td>
<td>THEY</td>
<td>Difficult.</td>
<td>English</td>
<td>composition</td>
<td>Difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M10-3</td>
<td>Old people</td>
<td>- Try opening a supermarket or working in the farm</td>
<td>Learning English</td>
<td>Valuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M10-6</td>
<td>Friends</td>
<td>- This language is difficult if you want to learn it you should make your life more complicated …you should dedicate your time to it.</td>
<td>English</td>
<td>composition</td>
<td>Difficult complicated</td>
<td>Should</td>
<td></td>
</tr>
</tbody>
</table>
| M11-1  | they         | - English is difficult.  
|        |             | - Its words are difficult.  
|        |             | - Its teaching is difficult.  
|        |             | English Learning composition  
|        |             | Difficult Difficult Difficult  
| M11-2  | Old people  | - English is… a cultural invasion of the Arab world and of Muslims  
|        |             | - Jews and enemies use to destroy the Arab World and Islam as well.  
|        |             | - ‘Swine language’ uh ‘The language of Jews’  
|        |             | - Our sons and daughters may become like them.  
|        |             | English Learning reaction  
|        |             | Cultural invasion Destroy Swine  
|        |             | may  
| M11-2  | Some students | - English is difficult.  
|        |             | - You meet difficulties the more you learn.  
|        |             | English Learning composition  
|        |             | Difficult Difficult Difficulties  
| M11-3  | They        | - It’s difficult to learn English very difficult whatever you do you won’t learn it it’s difficult.  
|        |             | English Learning composition  
|        |             | Difficult Difficult Very  
| M11-4  | brothers    | - What use studying English?  
|        |             | English Learning Valuation  
|        |             | What use  

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<table>
<thead>
<tr>
<th>M11-4</th>
<th>Friends</th>
<th>- Selling water melons in the market is better for you than studying English.</th>
<th>Learning English</th>
<th>Valuation</th>
<th>better</th>
</tr>
</thead>
<tbody>
<tr>
<td>M9-3</td>
<td>Friends</td>
<td>English is difficult</td>
<td>English composition</td>
<td>Difficult</td>
<td></td>
</tr>
</tbody>
</table>
| M9-3  | Distant friends | - I found a job without the need for English.  
- People learned English but couldn’t find jobs.  
- Nowadays there are vacancies in companies that don’t require English.  
- English is not important.  
- We are Omanis and we do care about Arabic. | English Learning English | Valuation | Not important care | Couldn’t |
| M9-3  | Distant friends | - It’s difficult | English composition | Difficult |
| M9-4  | Some people | - Useless.  
- Somebody has good English but he is not able to find a job. | English | Valuation | Useless |
### APPENDIX EIGHTEEN

**Affect in students’ attitudes (desired influence).**

<table>
<thead>
<tr>
<th>Kind of support</th>
<th>Expected influence</th>
<th>Verbal/Non-verbal</th>
<th>Interest</th>
<th>Self-efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MORAL SUPPORT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice</td>
<td>V</td>
<td>F11-3, F11-5, M10-2, M10-3, M10-3, M11-4, M9-5</td>
<td>F10-5, M10-6, M11-3, M11-4</td>
<td></td>
</tr>
<tr>
<td>Love /affection prayers</td>
<td>V</td>
<td>M10-3</td>
<td>M10-1</td>
<td></td>
</tr>
<tr>
<td>Help</td>
<td>N</td>
<td>F9-2, M10-4, M11-2</td>
<td>F10-5, M11-3, M9-5</td>
<td></td>
</tr>
<tr>
<td><strong>MATERIAL SUPPORT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of needs/necessities</td>
<td>N</td>
<td>F10-1, M11-2, M11-4</td>
<td>M11-4</td>
<td></td>
</tr>
<tr>
<td>Challenging activities</td>
<td></td>
<td></td>
<td>F9-2</td>
<td></td>
</tr>
<tr>
<td>Unchallenging environment</td>
<td></td>
<td></td>
<td>M9-3, M9-3</td>
<td></td>
</tr>
<tr>
<td>Vicarious experience</td>
<td>N</td>
<td></td>
<td>F10-3, F11-6</td>
<td></td>
</tr>
<tr>
<td>Assigning a task, organising English language learning activities</td>
<td>N</td>
<td>F11-1, M11-1, M9-1</td>
<td>F10-5</td>
<td></td>
</tr>
<tr>
<td>Practising the language</td>
<td>N</td>
<td></td>
<td>F10-5</td>
<td></td>
</tr>
<tr>
<td>Provision of various needs, materials and equipments, tuition, etc.</td>
<td>N</td>
<td>F10-5, F11-1, M10-5, M9-4</td>
<td>M9-3, M9-5</td>
<td></td>
</tr>
<tr>
<td>Explaining difficult items</td>
<td>N</td>
<td></td>
<td>F10-5</td>
<td></td>
</tr>
<tr>
<td>Introducing him/her to English speaking friends</td>
<td>N</td>
<td></td>
<td>F10-5</td>
<td></td>
</tr>
<tr>
<td>Quiet study environment/conditions</td>
<td>N</td>
<td>F11-3, M9-2</td>
<td>M10-1, M9-5</td>
<td></td>
</tr>
<tr>
<td>Rewards</td>
<td>N</td>
<td>F9-3, M9-2</td>
<td>F10-5</td>
<td></td>
</tr>
</tbody>
</table>