

The Importance of ESP Instructors in Creating an Inspired Classroom Culture in Saudi Arabia

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Abstract

Motivation and metacognition are essential components of language acquisition and instruction. This study examined how English for Specific Purposes (ESP) instructors in Saudi Arabia can motivate their students. The purpose of this study was to determine what strategies and methods ESP teachers in Saudi Arabia employ to motivate and stimulate their students. Included in the study were 130 Saudi ESP students and seven instructors. Student questionnaires and teacher interviews were used to collect data. The qualitative data (interviews) were analyzed using thematic analysis, while Python analysis and Excel were used to analyze the quantitative data (questionnaires). Findings indicate that the majority of ESP instructors use various methods, including movies, to motivate their students. In addition, students cited intrinsic rewards, the desire to help others, and an interest in learning as motivating factors. The findings provide ESP instructors with an opportunity to improve learning methodologies, collaborative learning, and the learning environment for their students.

Keywords: EFL Studies, environmental perspective, classroom ecology, learner perceptions, Saudi Arabian Students.

1. Introduction

Learners are required to take an active role in the learning process in order to be successful, which is a fundamental principle that is now widely acknowledged and adhered to. Cleary et al. (2016) state that it is possible to explain why certain students actively engage in learning activities and processes by combining metacognition, motivation, and strategic learning. This was discovered by the researchers at Cleary et al. The concept of self-regulated learning provides an all-encompassing viewpoint on education and the factors that motivate students (Pintrich, 2000). This is because it takes into account the cognitive, emotional, and social lives of students. Learners who are able to self-regulate their behavior are able to exert more cyclical control over the learning process. The first part of the cycle consists of getting motivated and preparing for the activity that will follow, such

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as by reading a book that is specifically about the topic that will be covered in the subsequent part of the cycle.

Following this step, the student modifies his or her behavior throughout the entirety of the learning process by participating in activities such as rereading, concept mapping, summarizing, quizzing, and altering the learning environment (Cleary et al., 2016). According to Sandars and Cleary (2011), the procedure is not considered finished until the student engages in some form of self-reflection. During this time, the student evaluates their own performance and adjusts or modifies upcoming objectives or approaches. Despite the growing number of publications on the subject (Fernandez and Jamet, 2017; Merett et al., 2020), mixed-method (qualitative and quantitative) examinations of the interplay between the constituent elements of self-regulated learning are still uncommon. This is due to the increased amount of time and resources that are required to conduct mixed-method studies.

As a consequence of this, the purpose of this study is to illustrate the various teaching strategies that Saudi ESP teachers use in order to motivate students, as well as to investigate a potential relationship between metacognition and learning motivation among Saudi ESP students. Additionally, the study will investigate whether or not there is a relationship between metacognition and learning motivation among Saudi ESP students. In addition, the study will investigate the question of whether or not Saudi ESP students have a relationship between metacognition and learning motivation. As a direct result of this, the following inquiries concerning research were posed:

- 1) What are the motivational factors and their effect on ESP learning?
- 2) What is the relationship between motivational components and ESP learning strategies?
- 3) What is the relationship between the classroom behavior of teachers and the motivation of their students?

2. Literature

Metacognition can be defined as the capability to evaluate and modify one's own learning and knowledge acquisition in response to the requirements of specific tasks, as stated by Akturk and Sahin (2011) and Fernandez and Jamet (2017). Students who are able to organise, monitor, and exercise control over their own cognitive process through the application of metacognitive strategies are more likely to achieve academic success (Wu, 2022). As a consequence of this, it is essential to devise improved strategies for studying, task delegation, and engaging in in-depth learning (Zhang, 2010). Brown (1978) suggests that metacognition can be broken down into two primary

categories: the understanding of cognition and the management of cognition. This suggestion was made in the context of Brown's discussion of metacognition in an academic setting. Understanding requires first requiring that one has a clear understanding of one's own capabilities, both strengths and weaknesses. This is shown by increased capabilities for self-reflection [5,] the recognition of prior knowledge, and an awareness of when, where, and why to employ various instructional strategies (Sandars and Cleary; Lee and Mak, 2018).

The management of cognition is comprised of five abilities: planning, executing, observing, debugging, and assessing techniques, which translates to a final assessment and adjustment of learning strategies (Brown; 1978; Lee and Mak, 2018). These abilities are listed in the following order: planning, executing, observing, and assessing techniques. These skills are listed in the order that follows: planning, carrying out, observing, and evaluating techniques. These capabilities encompass skills such as planning, carrying out, observing, and analysing a process as it is being carried out. When taken into consideration separately, the two aspects do not produce a condition of equilibrium even though they complement one another in a way that is to everyone's advantage. This would imply that each factor makes its own unique contribution to cognitive functioning in the manner that is most pertinent to that factor. Specifically, this would mean that each factor contributes in the way that is most relevant to that factor. Students who, for example, have a deeper understanding of how cognition works tend to have better test scores, according to the findings of a study that was carried out in the year 2020 by Merett and colleagues. According to Alfehaid, A. and Alkhatib, N. (2020), students who have trouble regulating their cognition frequently have the most difficulty with strategies that require preparation, organisation, and exposition. Specifically, these students struggle the most with strategies that require them to explain what they are doing. This was discovered in the research that was carried out by Merett and colleagues (2020).

People are more likely to learn something new if they believe it will assist them in adjusting to a novel situation or in finding a solution to an important problem, as stated by Efklides (2002). Additionally, people are more likely to learn something new if they believe that it will help them find a solution to an important problem. In a similar vein, people are more likely to learn something new if they believe it will assist them in locating a solution to a significant problem that they are facing. People are also more likely to learn something new if they believe that it will assist them in locating a solution to a significant problem that they are currently confronting. This belief increases the likelihood that people will learn something new. In addition, the

content should interact with the prior knowledge that the audience already possesses in order to stimulate comparison and self-reflection in light of the newly presented information (Efklides, 2002). This is essential for effective communication. This is absolutely necessary for clear and efficient communication. This is an unavoidable prerequisite for communication that is both clear and effective. According to the social-cognitive theory of learning (Sandars & Cleary, 2011; Schunk & DiBenedetto, 2020), individuals are motivated to achieve their goals by exercising self-control over their thoughts, actions, and environment. This is supported by research from Sandars & Cleary (2011) and Schunk & DiBenedetto (2020). Sandars and Cleary (2011) were the ones who initially presented this concept, and Schunk and DiBenedetto (2020) were the ones who developed it further. Specifically, Sandars and Cleary (2011) and Schunk and DiBenedetto (2020) studied Sandars and Cleary's study from 2011, as well as Schunk and DiBenedetto's study from 2020 [Sandars & Cleary, 2011; Schunk & DiBenedetto, 2020]. [Sandars & Cleary, 2011].

A novel perspective on the nature of human motivation and the factors that motivate an individual to persevere in the pursuit of a goal is provided by the Achievement Goal Orientation Theory (Dweck, 1986; Pintrich, 2000). This theory is based on a social-cognitive framework. There are two different kinds of goals: those based on performance and those based on mastery. According to Babenko and Mosewich (2017), goals that are focused on mastery are associated with higher levels of motivation as well as improved cognition and behaviour. If a learner believes that their level of success is directly proportional to the amount of effort they put in, they are more likely to take on challenging projects, feel confident in their abilities, and see failure as an opportunity to improve their performance (Schraw and Dennison, 1994). Individuals who are more performance-oriented, on the other hand, are more likely to undervalue their own abilities, have a negative self-evaluation of their skills, and attribute their failure to these deficiencies (Ames and Archer, 1988; Brett and VandeWalle, 1999). This is due to the fact that performance-oriented people are more focused on their own performance. Students are better able to comprehend their own abilities and areas in which they can improve if they are given performance objectives in addition to mastery objectives, so it is possible that the ability to strike a balance between the two will result in positivity. However, this could become a problem if the individual persists in avoiding learning opportunities out of apprehension that they will receive unfavourable feedback.

Bernaus and Gardner (2008) assert that one of the most important factors in the process of picking up a second language is one's level of motivation. According to Gardner and Tremblay (1998), the mental state that drives a language learner towards their goal of fluency in the

target language is referred to as motivation. Throughout the course of human history, a large number of distinct types of motivation have been uncovered. In spite of the rise in popularity of other classifications, such as the distinction between intrinsic and extrinsic motivation, it is still necessary to make a distinction between instrumental and integrative motivation. According to a contemporary viewpoint on integrative motivation, in order to learn another language in an integrative manner, a person needs to have the motivation to do so, a mentality that is receptive to the new cultural community, a strong emotional interest in those who speak that language, and a positive assessment of the learning context (Gardner, 2010). Additionally, the person needs to have a strong emotional interest in those who speak that language.

Instrumental motivation refers to the practical or potential utilitarian benefits of knowing a second language, such as the ability to read technical documents, perform translation work, or attain a higher social standing. Another commonly recognized contrast is between intrinsic and extrinsic motivation. Intrinsic motivation is the desire to perform an action due to its intrinsic value, whereas extrinsic motivation is the desire to perform an action due to the perceived benefits it will bring (Deci and Ryan, 2013). However, there has always been debate regarding the distinction between intrinsic and extrinsic motivation. Extrinsic motivation is the need for an external gain, whereas intrinsic motivation is the drive to receive adequate benefits from the action, or when the motivating inputs come from within the individual (Schmidt et al., 1996). They argued that the integrative-instrumental dichotomy and the intrinsic-extrinsic distinction are similar but distinct (Schmidt et al., 1996). They argue, along with other experts, that instrumental and integrative motivation are both forms of extrinsic motivation because they are aimed at achieving specific ends. Learners who are intrinsically motivated are more likely to tackle difficult problems and learn from their mistakes, whereas those who are extrinsically motivated do so for reasons unrelated to the activity at hand.

It was suggested by Swales (1980) that in order to lessen the number of problems that are associated with ESP, ESP teachers, teachers of other subjects, and administrators should coordinate their efforts in order to successfully accomplish the essential goals. This would help reduce the number of problems that are associated with ESP. However, it is essential to take into account the unique circumstances of each student when determining what it is that a student wants to achieve, what it is that a student wishes to do, or what it is that a student may be persuaded to do within the confines of their particular educational environment. This is something that Swales (1980) emphasises as being particularly important. When dealing with a

situation like this one, it is of the utmost significance for the teachers to design the lesson plans and other course materials while keeping the content focus in mind. They run the risk of falling prey to the common criticisms of ESP courses, which are that they are solemn, work-oriented, and boring. In addition, they run the risk of losing sight of the "language learning vibrancy" that should be present throughout (Swales, 1980). If they fail to do so, they run the risk of falling prey to the common criticisms of ESP courses. These criticisms state that ESP courses are solemn, work-oriented, and boring. Gardner and Tremblay (1998) assert that motivation is an essential component of ESP, and research has demonstrated that it rises to a higher level whenever the level of subject or course specificity rises.

3. Methodology

In this study, a questionnaire and an interview were used to investigate the perspectives of ESL students on the autonomous learning method, as well as their understanding of and use of metacognitive and cognitive learning techniques, their self-directed learning style, and the reasons and areas in which they need the instructor's assistance while engaging in independent learning. Johnson & Onwuegbuzie, (2004) A correlational research design is used to determine the relationship between two or more variables, whereas a research design is comprised of multiple elements that provide guidelines for conducting the study (research approach, research design, and data collection method). A research design is used to determine the relationship between two or more variables. According to Robinson, (2015) a research design is made up of several different components that serve as guidelines for actually carrying out the research. As a direct result of this, a design for qualitative and quantitative research based on interviews was carried out.

Both Saudi educators and their students participated in this investigation. Men and women between the ages of 19 and 21 who come from a similar environment and have a similar linguistic background are being taught English. There were also seven ESP instructors, each with more than five years of experience in Teaching ESP. Regarding the instruments To gain a deeper understanding, quantitative data (questionnaires) was obtained first, followed by qualitative data (interviews). The students were given a 34-item questionnaire to complete and submit in order to assess their motivation and the methods they use to learn English. The 5-point Likert scale was utilized due to its popularity and practicality for comparisons. Due to its scalability (N = 130) and independence from the author's interpretation, an independent questionnaire was used as the primary instrument. Dornyei (2003) argues that self-report

questionnaires may be advantageous because of their adaptability, low cost, and efficiency in terms of staff and students' time and effort. As a result, a questionnaire was chosen as the initial instrument for this study because it could be used independently to collect insightful data. Multiple elements pertaining to effective learning techniques, students' attitudes towards the learning environment, their willingness to learn, and the types of motivation they possessed for ESP acquisition were included.

Seven instructors were interviewed to learn more about their backgrounds as educators and the methods they employ to motivate their students. They were also asked about the most effective strategies for motivating their students. The interview was recorded and then transcribed. Purposeful sampling was used to recruit competent and knowledgeable individuals on the topic of the study (Palinkas et al., 2015). The objective was to select individuals who were willing to participate and capable of sharing and evaluating their experiences. Participants in the study were informed that the interviews would last approximately 30 minutes. At multiple points during the data collection process, both teachers and students gave their consent, and all participants were assured that their personal information would remain confidential and anonymous.

In terms of ethical issues Cohen, L., Manion, & Morrison, (2018) recommends considering research ethics during the planning and execution phases. Respecting participants' needs, rights, desires, and values, all current study research instruments received written informed consent. "Fortunately, educational researchers rarely, if ever, run the risk of inflicting such severe mental and physical harm on participants," Johnson and Christensen (2004) write. Historically, educational research has been exempt from formal ethical oversight and consisted of low-risk research. As participants may have feared, this study posed no risks because the results will not be used to develop an assessment instrument, but rather to advance educational research.

Regarding the vital issues of confidentiality and data ownership, only the researcher administered the questionnaire and conducted the interviews. As the purpose of this study is to determine the language needs of Saudi students and the influence of British academic culture on them, it was deemed advantageous that the researcher meet and interact personally with the participants. Respondents were informed that their responses would be kept confidential and used exclusively for this study. The respondents were informed of the preceding in Arabic and English orally and in writing. In addition, they were informed that the researcher would own the data and that no one else would have access to it.

To sum up, data analysis For the quantitative analysis of questionnaire-collected data, Statistical Package for the Social Sciences (SPSS) version 26.0 was used to perform data analysis, compute variables, and generate graphs and tables. The qualitative data analysis adhered to the framework for theme analysis (Braun and Clark, 2006). The responses were transcribed for analysis purposes, and the results were classified using conventional content analysis techniques (Gheyle and Jacobs, 2017). We became familiar with the data, combed through the transcripts, categorized them, searched for themes using phrases and keywords, and then reviewed them to write the particulars (Creswell & Creswell, 2018). The researcher then evaluated the numerical data using Python analysis and Microsoft Excel.

4. Data Analysis

One hundred percent of teachers insist that their pupils take a keener interest in the topics that they are covering in class. They believe that the most effective way to instill a sense of self-worth in their students is to encourage open lines of communication and give them the latitude to formulate their own opinions. Students also have the opportunity to participate, communicate their thoughts, and take responsibility for their academic work. This is provided for them. They also acknowledge that doing so has played an important part in increasing students' interest in the English language. The vast majority of educators agree that motivating students is a challenging task. Since English is currently the language that is spoken the most widely all over the world, the teachers further attest that they inform their students that the primary reason to learn English is not simply to pass exams, but also to have diverse connectivity, given that English is currently the language that is spoken the most widely in the United States.

To get their students excited about learning, different teachers utilised a wide variety of motivational techniques; however, all of these techniques had one thing in common: they focused on simplifying, expanding upon, and providing examples of the concepts that they were teaching. Every single educator that I talked to about education was of the opinion that in order for a lesson to be motivational, it needed to be clear, unambiguous, and packed with examples. This was the consensus among all of the educators with whom I discussed education. According to the attendance, participation, level of comprehension, and grades that were posted, the vast majority of teachers, or close to 90 percent, were of the opinion that students had made significant progress. This was based on the students' grades that were posted. On the basis of the information obtained from the various classes, this conclusion was determined. 10% of teachers hold

the view that it is too early to make a decision and that they need more time before they can accurately evaluate the growth of their students. However, only 10% of educators report feeling only a moderate amount of motivation as a result of what they have accomplished, while 90% report feeling extremely motivated as a result of what they have accomplished. This discrepancy in reported levels of motivation may be due to the fact that educators tend to be more self-critical than other professionals. The vast majority of teachers are aware that they have achieved their intended educational goal. In addition to this, they emphasised the fact that the new method is capable of catering to the abilities of the majority of students because it is proactive, engages the majority of students, is simple, clear, and more involved, and because it is simple, clear, and more involved. Furthermore, they emphasised that the new method is capable of catering to the abilities of the majority of students because it is proactive, engages the majority of students, is simple, clear, and more involved. Students are able to obtain a more in-depth comprehension of the content that is being conveyed to them as a result of the new strategy's utilisation of visual presentation, which may take the form of films or shows. This is because the students are able to see and hear the information being presented to them.

The expression "enthusiasm, interest, and passion in one's work" has been echoed by a large number of seasoned educators as one of the most important qualities for novice educators to possess. They are required to cultivate positive relationships with students by instilling a sense of respect in them, but they are also required to make an effort to learn about the students' legal entitlements in order to fulfil their responsibilities. They also suggest doing a lot of reading about different approaches to teaching English in order to keep up with the most recent developments in educational practises and strategies. This is done in order to keep abreast of the state of the art. Students came to the conclusion that the numerous examples of clarity, simplification, and illustrative language that were included in the various teaching methods utilised by their tutor significantly improved their comprehension of the English language. This conclusion was reached after students reached a consensus on the topic. The students' interest in learning the language has increased as a direct result of the implementation of a variety of strategies, including the showing of films and the performance of dramatic readings. In addition, the students have been given more opportunities to demonstrate their understanding of the language.

This is demonstrated in the graph below, which demonstrates that the percentage of students who selected the answer "very much true" corresponds to the mean of the responses with a truth value of approximately 24, which is approximately 24. Many students credit

the instructional strategies that their teachers utilised for their sense of motivation. This is because the instructional strategies were learner-friendly and transformed learning into an activity that was interesting and exciting for the students. The students' grades improved as a direct result of their increased levels of motivation, which increased significantly. In addition to this, evidence of this can be found in the positive indicators that the students have of their progress in language development. The following bar graph demonstrates that the answer choice that has the highest proportion of correct responses also has a mean that is close to 25, whereas the option that is correct has a mean that is approximately 20.

Figure. 1. Mean Tabulation of Male Students Questionnaire

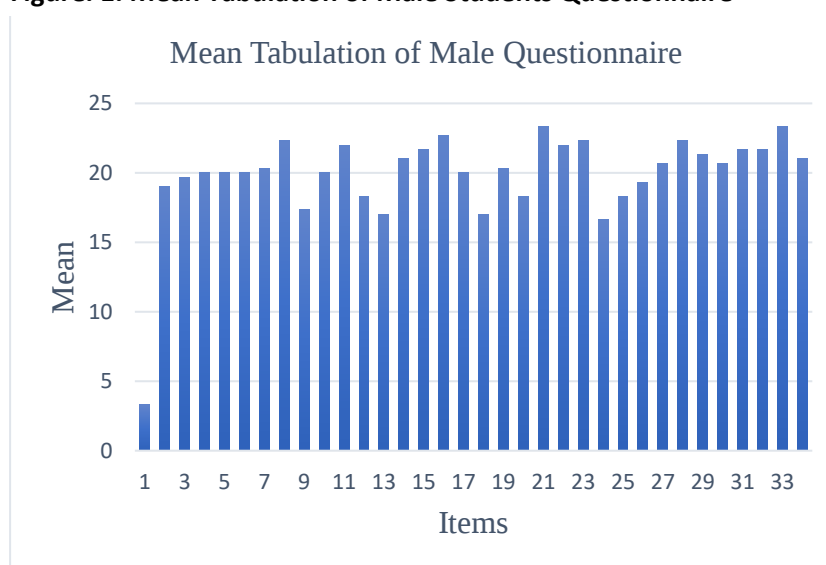


Table 1. Statistical Summary of Male Students Questionnaire

count	mean	std	min	25%	50%	75%	max
34	23.67647	20.56876	1	5.25	15	37.25	70
34	29.76471	20.30683	0	11	33.5	47	65
34	6.117647	4.97731	0	2	5	10	17
34	4.794118	4.276641	0	1.25	4	6.75	17
34	5.794118	9.190837	0	2.25	4	7	55

It appears that students are aware of the significance of learning English, not only because it is required for passing tests but also because it makes it easier to make connections with other people. Students are aware of the significance of learning English because it is required for passing tests. This is a perfect illustration of the connection that exists between learning a new language and the evolution that takes place in the community as a whole. The fact that

"true" has a mean of 29.76471 among male respondents to a questionnaire and "very much true" has a mean of 23.67647 lends credence to the assertion that this statement is accurate. The respective mean values for females, which come in at 26.97059 and 17.02941, are still quite high and ought to be considered to be of great concern.

Figure 2. Mean Tabulation of Female Students Questionnaire

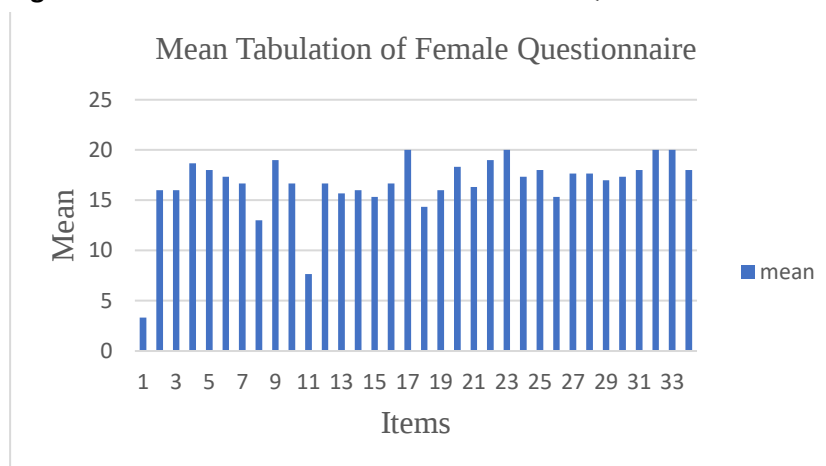


Table 2. Statistical Summary of Female Students Questionnaire

count	mean	std	min	25%	50%	75%	max
34	26.97059	16.98749	2	9	30	42.75	55
34	17.02941	15.78739	0	4.25	10	30	50
34	5.676471	6.177773	0	2	4	8.5	32
34	3.411765	2.775626	0	1.25	3	5	10
34	6.852941	9.550924	0	3	4	8	49

In conclusion, the vast majority of the responses that students gave to their teachers were positive, which indicates that they are making progress with their work and that they should continue putting in the same amount of effort, or even more effort, in order to achieve excellence. Students have access to a plethora of valuable human resources, so it is imperative that they make extensive use of these resources. It is imperative that students make extensive use of the many valuable human resources that are available to them. Students are also becoming more aware that it is no longer sufficient to teach them only how to read and write in English because there is a growing demand for English as a second language. This is because students are becoming aware that there is a growing demand for English as a second language. This is due to the fact that English is currently the most widely studied second language in the world. Instead, in order for them to be successful, they need to work on developing their

capacity for effective communication through both speaking and listening. This is because there is a growing interest in English as a second language, especially among younger generations.

5. Discussion

This study aimed to investigate the various teaching strategies employed by Saudi ESP teachers in order to motivate students, as well as any possible relationship between metacognition and learning motivation among Saudi ESP students. Additionally, this research looked into whether or not there was a relationship between metacognition and learning motivation. In particular, the researchers were interested in determining how Saudi English as a Second Language (ESP) teachers inspire their pupils to learn. According to the results of this study, there are primarily two types of variables that are connected to educators, which are called primary categories. These aspects include the materials and strategies utilised in teaching, as well as the character of the instructor and the manner in which they engage in conversation with their pupils. When it comes to the factors that determine whether or not an ESP course is successful, pedagogical resources and methods are among the most important factors.

Students who are enrolled in English classes are not passive recipients; they utilise a variety of resources and strategies to achieve their linguistic goals, and motivation is what sustains them throughout the challenging and time-consuming process of acquiring a new language (Csizér and Dornyei, 2005; Lai, 2013). Students who are enrolled in English classes are not passive recipients. Students who are enrolled in English classes are not receptive recipients; rather, they make active use of a wide variety of resources and strategies in order to accomplish their linguistic objectives. The significance of this strategy for the acquisition of a foreign language lies, at its core, in the fact that the student grows as an individual throughout the course of the study of the language. The findings of the research that was carried out by Liyanage and Bartlett (2013) provide irrefutable evidence that there is a connection between the instructional methods that are utilised during the process of learning and the characteristics of the pupils who are participating in the process of education.

It is inevitable that there will be differences in performance between the students as a result of this, in addition to the possibility that their English learning strategies won't align with the instructor's preferred method of instruction. However, it is also inevitable that there will be differences in performance between the students as a result of this. Members who fall into the first category, compatibility, will remember information for longer periods of time than other members, will be

able to apply it more effectively, will learn more effectively, and will have a more positive attitude towards both the topic and the instructor. Compatible members will also have a better learning experience. Through the cultivation of students' metacognitive skills and reflective coaching, we believe that teachers can show students how to consciously direct their own learning. Our opinion is that this is something that can be accomplished. Students can be taught about this topic, and they will benefit from receiving instruction on it.

One of the most important conclusions to emerge from research on the topic of student motivation is the finding that teachers have a significant influence on the level of achievement that their students achieve. This is one of the most important findings to emerge from research on the topic of student motivation. (Sakai and Kikuchi, 2009) According to the findings of a number of studies, teachers of students who are engaged in the process of learning a second language play a significant role in stimulating students' interest in and motivation for learning a new language. When it comes to ESP, picking materials, and writing, one of the most important questions you should ask yourself is whether the materials should be solely or primarily about the topic, and what the optimal ratio of subject-specific materials to general materials should be. This is one of the most important questions you should ask yourself. When it comes to the process of selecting materials, this is one of the most important questions you need to ask yourself. This is one of the most important considerations that needs to be given attention, so keep that in mind. Students can receive an education that is comprehensive through the utilisation of either transversal or subject-specific resources, provided that these resources are selected appropriately; however, subject-specific resources are better suited to meet the needs of students who are learning English. As a direct and immediate consequence of having taken the ESP class, many students have reported that they now feel a stronger connection to the content that they see as being relevant to the fields of study in which they are actively engaged.

The character of the teacher as well as the manner in which they engage in conversation with the pupils is the second element that plays a role in determining the level of academic achievement of the pupils. We are able to communicate with our students in a way that is more convincing to them because we are aware that they place a high value on the instruments that they play. As a result, we are able to communicate with them in a manner that is more convincing to us. According to Dornyei and Ushiota (2011), it is possible that improving or maintaining the orientation of students will require the establishment of programmes that both maintain the students' interest and provide them with attainable short-term objectives. If this

is the case, then the improvement or maintenance of the orientation of students will require the establishment of such programmes.

The findings of this study indicate that people who are learning English make frequent use of a wide variety of methods when learning the language. In addition, these methods provide students of the English language with the chance to carry on natural conversations with native English speakers and to consciously expand their vocabularies. They assert that they are now better able to deal with ambiguity as a result of improving their reading abilities and implementing a variety of other strategies (such as avoiding techniques that involve direct translation). They appear to be well-versed in strategies that are effective for comprehending the structural components of a foreign language (for example, by attempting to mimic the sounds and intonations used by native speakers of English and by searching for correlations and patterns). This indicates that they are well prepared. In addition to this, they do not require efficient English learning strategies because they are able to maintain a positive outlook on life and have control over their feelings regardless of the situation. These students mention utilising strategies that enable them to take responsibility for their own education and make use of resources that are easily accessible, such as television shows. In addition, these students say that they make use of resources that are easily accessible, such as television shows.

According to the findings, the vast majority of students reported an increase in their desire to learn when they were given the opportunity to take part in group discussions and activities that required them to make physical use of their bodies. This was the case when the students were required to use their bodies in some way. This concept may be compatible with approaches that are based on mastery goals because motivation places more of an emphasis on learning in and of itself than it does on results and feedback (Dweck, 1986; Ames, 1992). Active learning strategies such as flipped classes, academic programmes such as mentoring, and constructive feedback all have a direct impact on the development of students' metacognition, as indicated by research carried out by Jeno et al. (2017). This is a fact that is well known to a large number of people.

The instructional setting has the potential to influence and improve students' objective alignments, provided that teachers create an atmosphere that encourages open communication with their pupils and assists them in developing attitudes that are oriented towards mastery and performance (Vrugt and Oort, 2008; Erskine, 2010; Supardi, 2015). This is the case provided that teachers create an atmosphere that encourages open communication with their pupils and assists them in developing attitudes that are oriented towards mastery and performance. This is the case provided that teachers

cultivate an environment in their classrooms that promotes open communication between themselves and their students, as well as an environment that assists students in developing mentalities that are geared towards mastery and performance. Our findings provide teachers of ESP with an opportunity to improve learning methodologies, collaborative learning, and the environment in academic settings where ESP is taught as a result of this opportunity.

6. Conclusion

The participants cited a variety of factors that motivate them, such as an interest in learning, the desire to help others, and the satisfaction that they get from doing something that they enjoy. Another factor that the participants mentioned was the desire to help others. The overwhelming majority of respondents expressed a preference for receiving rewards that were more individualistic in nature. The overwhelming majority of individuals who took part in the survey were more concerned with ensuring their own fulfilment and receiving assistance from their respective instructors than they were with any other aspect of the study. If ESP teachers are able to gain an understanding of their students' metacognition as well as their motivations, they will be in a better position to assist their pupils throughout the entirety of the learning process. This is because they will have a better understanding of how their students think. Our findings could be used to persuade academic leaders and teachers in ESP programmes of the necessity of self-regulated learning strategies that target the underlying motivations and metacognition of their students. These strategies are necessary for the success of their students. These methods are essential to the achievement of their pupils if they are to be successful. The successful completion of academic work by the students relies heavily on their utilisation of the aforementioned strategies. It is essential to teach students how to improve their academic performance and make learning more enjoyable for themselves by incorporating concepts of self-regulation into their course work in order to make this shift in perspective a reality. In order to make this shift in perspective a reality, it is essential to teach students how to improve their academic performance and make learning more enjoyable for themselves. Teaching students how to improve their academic performance and make learning more enjoyable for themselves is one way that this can be accomplished. Students can be instructed in the skills necessary to self-regulate their own learning, which will make it possible to accomplish this objective.

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