

# **A SURVEY OF MOTIVATION IN EFL CLASSES FROM THE PERSPECTIVE OF LEARNERS AND TEACHERS**

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## **ABSTRACT**

Incentives, drives and motivation are the main terms in psychology that strengthen the persistence towards the desired achievement. This paper investigates teachers and students' perception of how motivation can be promoted and consolidated in the EFL classroom. More precisely, how teachers can raise the level of motivation inside and outside the language classroom. The significance of this study lies in the fact that once learners are motivated, they can easily realise that they are achieving a purpose of their language learning and that they are more willing to accept the challenge of some demanding tasks. In this study two questionnaires were used: one for 46 teachers (in English) and one for 75 students (in Arabic). Teachers were in favour of almost every item related to motivation, and their average scores were higher of than that of the students. Probably experience and knowledge of the issue played a major factor. In general, the questionnaires for both groups yielded higher results than the calculated average for every group; for teachers, it was 72%, and it was 60% for the students. In conclusion, encouragement, appraisal, and motivation are important in classroom activities to raise language learning awareness and learning persistence.

**Key words:** motivation; classroom learning awareness; EFL; EFL learners

## **Introduction**

Globalisation has resulted in the need for a common language in the world in order for people to communicate effectively with each. Thus, English has become a global medium of communication as it is used worldwide as a lingua franca. Arabic learners who speak English as a foreign language (EFL) usually face a number of difficulties when they get to university learning level since English is the medium of instruction for the majority of the courses taught. Motivating these learners is largely

dependent on the teachers and others concerned with the learning process. One of the influential determinants of EFL learning is motivation, and this has long been identified as of great influences (Dörnyei & Ryan, 2015; Moskovsky, Alrabai, Paolini, & Ratcheva, 2013; Spolsky, 1990).

Al-Rabai (2014, p. 225) has the view that although “[m]otivation is a key factor in the acquisition of second and foreign languages, it is widely acknowledged that Saudi EFL learners generally do not possess very high levels of second language (L2) motivation”. Ekiz and Kulemtov (2016) remind us that teachers and researchers have acknowledged that motivation or demotivation plays a role in the progress and success of foreign language (FL) learning. In a recent study, Ho (2016, p. 68) shows that patience and motivation, along with others, scored higher than other factors in bringing about better vocabulary learning. Other beliefs included factors related to teachers’ positive feelings, learners’ styles, and positive backwash effect of testing. What is of immediate interest to this research is how EFL learners can increase their motivation to learn the language.

### **Research questions**

The aim of this research is to investigate how teachers of English can increase the motivation level of their students. Specifically, the objectives are as follows:

- From the point of view of students, what are the most common techniques that teachers should use to motivate students to learn English?
- From the point of view of teachers, what are the most common techniques that teachers should use to motivate their students to learn English?
- Are teachers and students aware of the importance of motivation in learning English?

### **Significance of the research**

Motivation is among the most significant factors that can enhance learning of a language. Thus, the success of language learning depends, to a large extent, on how motivated they are (Brown, 1994; Cheng & Dörnyei, 2007). It is worth highlighting here that with the rise of learner-centeredness, teachers have to look into elements that help develop this learner-centeredness, which can be motivation. When learners are highly motivated, they are able to realise that they are achieving a purpose of their language learning, accept some demanding tasks and understand that they are gaining success as they progress in their FL learning (Al-Kaboody, 2013; Bahous, Bacha & Nabhani, 2011; Ramage 1992).

### **Literature Review**

Motivation is described a drive that pushes or incites people to take actions, or do tasks or activities (Clément, Dörnyei, & Noels, 1994; Dörnyei, 2005; Dörnyei, 2011). Dörnyei (1998, p. 117) maintains that “although motivation is a term frequently used in both educational and research contexts, it is rather surprising how little

agreement there is in the literature with regard to the exact definition of the concept”.

It is important to shed some light on the two types of motivation: the instrumental or extrinsic versus the integrative or intrinsic. In the instrumental type, learners are interested in learning a language for practical purposes, for example getting a degree, or getting a job. In this type of motivation, usually there can be an immediate benefit for the person. On the other hand, learners who are integratively motivated are interested in getting integrated with the speakers of the target language, its society and culture (Brown, 1994).

Dörnyei (1998, p. 118) believes that “motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second or foreign language learning.” In a similar manner, Tuan (2012) confirms the role of motivation in language learning, and others (such as Rehman et al., 2014) reiterate that motivation is of immense importance in achieving the desired goals of language learning.

As far as the debate regarding whether the instrumental or integrative type matters most, Dörnyei and a number of his contemporaries agree that in an EFL context, instrumental motivation plays a greater role in language learning (Dörnyei, 1994, 2001, 2003). Some studies, for example, (Al-Kaboody, 2013) revealed a need for a more pragmatic education centred approach. This indicates that EFL teaching/learning settings should be largely instrumentally oriented.

### ***Why motivation?***

Lamb (2016) stated that one cannot imagine a group of learners learning a second or a foreign language without a certain level of motivation. Thus, the influence or rather the relationship between motivation and language learning has been well-established among those concerned, to name a few, (Spolsky, 1990; Cranmer, 1996). Motivation must be there because from a psychological point of view, human beings are complex creatures so they have complex desires, complex needs, complex moods and different feelings and reactions towards certain stimuli, which all have their influences on learning. In sum, it is natural that they are different. This is why we say that for learning to happen, the required degree of motivation should exist in the classroom, which will enable teachers to teach effectively (Ramage, 1990; Dörnyei, 1998; Chambers, 1999; Dörnyei, 2005). Dörnyei (1994, p. 273) reiterates that there has been a great deal of investigation into “the nature and role of motivation in the L2 learning process”. Again, Dörnyei (1998, p. 117) adds that “motivation energises human behaviour and gives it direction”. Therefore, it is widely believed that students start to see learning as rewarding particularly when they are highly motivated.

### ***The role of the teacher***

It goes without saying that the teacher is the cornerstone of any teaching-learning situation and its process. This the view held by so many researchers and educators (Al-Kaboody, 2013; Assalahi, 2013; Bahous, Bacha, & Nabhani, 2011; Brown, 1994;

Cook, 2013; Davis, 2003; Dörnyei, 2001, 2003; Lightbown & Spada, 2006; Reeve & Jang, 2006; Spolsky, 1990; Williams & Burden, 2002).

And in order to make such a process a success, the teacher is to create the required amount of motivation that can make the teaching-learning process continue as much as possible. Nadeem (2013, p. 209) confirms that the teacher is supposed to “play a highly significant role in creating motivation strategies” that can make the teaching practice motivational. The teacher has to be motivated to be able to create that required level of motivation. Gonzales (2010) explains that the idea of teacher as a friend, a guide, an inspiration provider, a source of knowledge and a role model is not new as it has been there for centuries. Koran (2015, p. 38) adds that “[t]eachers are seen as the major determinant sources of motivation for language learners ... and are, further, expected to enhance learners’ motivation for better language learning.” Al-Kaboody (2013, p. 45) goes further to say that “teachers have a huge responsibility to initiate learners’ motivation and keep it alive throughout the learning process”. Teachers play a central role in motivating learners; therefore, we can conclude by saying that creating and consolidating motivation in class depends highly on the teacher.

Teachers are, with no doubt, the providers of motivation. This is because they are the people who feed the learners’ minds with knowledge, skills and information. While parents raise their children biologically, teachers raise them mentally to become successful learners. It is stressed by Assalahi (2013, p. 1) that teachers have gained this high position “through in-service teacher education, college preparation” and the experiences gained from their field. This means teachers should be aware of observing motivation while teaching and subsequently to create awareness of learning and motivation for their learners.

### **Methodology**

The participants in the study were 75 students and 46 teachers. The students were in their first and second year of their degree programme in sciences, medicine, and engineering from three colleges at Jazan University. The teachers had received in-service training through seminars and short sporadic training sessions. Therefore, it is important to investigate their opinions on the importance of motivation in the language classroom. A number of researchers advocated teachers’ views on the development and students’ involvement in the learning process as crucial (Borg, 1998; Dörnyei, 2008; Dörnyei & Ushioda, 2011; Moskovsky, Alrabai, Paolini, & Ratcheva, 2013; Ruesch, Bown, & Dewey, 2012; Tuan, 2012;).

Two questionnaires were designed and developed based on Cohen, Manion, and Morrison (2007, pp. 317-348). The questionnaire for students was originally in Arabic to make sure that the students fully understood the items. It was later translated to English (Appendices A & B). To construct the questionnaires, the researchers held informal discussions with colleagues from the English Language Institute of Jazan University regarding item coverage and topics as well as wording and sequencing. Selection of these statements was done through combining and paraphrasing many statements related to the topic in question. Later on, similar discussions were held with other colleagues for further checking and a small-scale

piloting. A five point-Likert scale was chosen to measure the teachers' and students' attitude towards motivation during the English lesson in the classroom.

Both questionnaires were provided to the judges in English. The judges were two PhD holders in applied linguistics at the English Language Institute of Jazan University. The questionnaire for the teachers included 24 statements (Appendix A), and the questionnaire for the students contained 20 statements (Appendix B). The printed questionnaires were distributed during classes in the first semester 2020. To observe privacy and level of freedom for doing the research, names were not required, and completion of the questionnaire was optional. This measure may have slightly affected the turn-out of the questionnaires.

The statistical analysis focused on calculating percentages and values for each item. Brace (2004, p. 86) states that "[r]esponses using the Likert scale can be given scores for each statement, usually from 1 to 5, negative to positive". Since our questionnaires were based on similar responses' scale, we adopted a simple tallying analysis. The procedure we used to analyse the responses applies for both groups except for the average value. It was calculated as "YES" for teachers to be 72, and for students to be 60 (as shown in the *italicised* middle value in Table 1). Difference in the neutral value is due to the difference in number of items for each questionnaire: i.e. (3x24), and (3x20) respectively.

Table 1  
*Values assigned to the two questionnaires*

	Teachers (46)	Students (75)
	Choice	Choice
<b>Likert 5-point scale</b>	<b>SA</b> = strongly agree (5)	<b>SA</b> = strongly agree (5)
	<b>A</b> = agree (4)	<b>A</b> = agree (4)
	<b>N</b> = neutral (3)	<b>N</b> = neutral (3)
	<b>D</b> = disagree (2)	<b>D</b> = disagree (2)
	<b>SD</b> = strongly disagree (1)	<b>SD</b> = strongly disagree (1)
Highest value	120	100
<i>Middle (neutral value)</i>	<b>72</b>	<b>60</b>
Lowest value	24	20

The following example is taken from the teachers' questionnaire. The sixth item states, "Teachers should accept students' answers even if wrong in grammar or wrong in the choice of vocabulary items." The highest value should be 120, the middle is 72, and the lowest is 24. Therefore, the statement weight is calculated in the following steps (calculations are presented in Table 2):

1. Tallying the number of responses under each choice.
2. Multiplying the number of responses under each choice by the assigned value (as coded above).
3. Summing up the total points for each statement.
4. Calculating the average (total points for each statement divided by the number of responses for that particular statement).

5. Converting the average into a percentage as the real weight of the statement.

Table 2

*The average number of a questionnaire and how this average (mean) is converted to percentages*

STATEMENT	SA	A	N	D	SD	TOTAL
<i>Teachers should accept students' answers even if wrong in grammar or wrong in the choice of vocabulary items.</i>	11	23	0	12	0	<b>46</b>
<i>Weight given for each choice</i>	5	4	3	2	1	
<i>Total points for each choice</i>	55	92	0	24	0	<b>171</b>
<b>Average for this statement is calculated as: <math>171/46 = 3.72</math> (<math>3.72 / 5 = 74\%</math>)</b>						

In short, the *Percentage Formula* for this statement is:  $(average / 5 * 100)$ . The number 5 is the highest value an item statement can get. If an item gets above the neutral value (72% for teachers, and 60% for the students), it indicates "YES" to the item (positive agreement), but if it gets less than neutral value, it means "NO", (negative agreement). For the full results of all items, see Appendices A and B. The above example shows "satisfaction", yet it is not a strong one because the result is slightly above the average point.

### Results and Discussion

The teachers in this research consider certain aspects related to actual teaching highly, like "teachers' knowledge of their students' attitudes towards learning English" (99%), "calling their students by name when asking questions" (97%) and "praising students' individual works and achievements" (98%). Likewise, they strongly consider certain other aspects as very important keys for learning, such as "giving attention to the students' individual differences" (90%), "creating a pleasant and supportive classroom environment" (93%) and "establishing a good rapport with their students" (90%). Using the white board in an organised manner (94%) and using their teaching aids (94%) are among the points mostly agreed upon. They also think highly of making use of available technology or teaching aids (97%), changing their teaching techniques from time to time (96%) and setting the goal for learning English for a good future (92%). At another level, the teachers highly believe that increasing their students' self-confidence and autonomy (90%), increasing their students' satisfaction and reward of learning English (93%) and creating awareness among students that they can overcome difficulties as there is nothing impossible for the human mind (95%) are very effective in making their students develop the love for learning the English language.

EFL teachers also believe that making their classes interactive (95%), using lesson planning appropriate for each class (94%) and using appropriate methods of teaching and suitable teaching aids (97%) as excellent procedures to motivate their

learners learn English. Furthermore, they admit that using appropriate verbal as well as non-verbal language (93%) should make their students feel at ease with the use of the language (94%). The use of positive words when dealing with students should lead to building bridges with them (96%) and that teachers can be good “models” for their students so that they can follow them (97%).

The reaction of the students to the items in the questionnaire is presented briefly here. The students praise highly (89%) that their teachers call them by name when dealing with them in the classroom, and also, they react in quite a similar manner to the statement that their teachers praise their individual works (87%). They responded positively to the fact that their teachers accept their talk in class even if there are mistakes in grammar and in the choice of vocabulary items (88%) where teachers create a supportive atmosphere in the classroom.

The two statements of establishing good rapports with the students and using the white board in an organised manner have been equally valued extremely largely by the students (87%) each. At another level, the points of telling students that English has a promising future and relating what is taught to learners’ lives by teachers are well received by the students (87%) and (86%) respectively. With regard to making of class interactive, the use of appropriate teaching methods and the good care given to the different stages of the lesson are eminently considered by the students, (86%), (85%) and (83%) respectively, as motivating techniques.

The students of this study deeply value the use of positive (good) word (87%), the feeling at ease when using English (84%) and the use of appropriate verbal and non-verbal language all by their teachers during classroom teaching and (81%). The two statements of telling students of the promising futurity of English and those teachers being good models for their students are remarkably accepted by those students (85%) each. The students also agree to the idea that their teachers are well aware of the fact that English is important for those students’ higher education (87%).

### **Implications**

The teachers of this research strongly believe that having knowledge of their students’ attitudes towards learning English, praising students’ individual achievements, and calling them by name when asking questions are highly important in establishing a successful rapport between teachers and their students. All these are bound to ultimately lead to creating motivation towards learning English. These are excellent elements that make the teaching-learning process not only a physical mental process, but a cordially mutual relationship. The implication here is that those teachers highly consider giving attention to the students’ individual differences, creating a pleasant and supportive classroom environment and establishing a good rapport with their students as strong bridges that can make both teachers and learners pass through to achieve successful learning outcomes. These implications are supported by Sugita and Takeuchi (2009).

From a pedagogical point of view, as supported by Brog (2003), the teachers in this study highly consider certain practical procedures used in classroom such as

using the white board in an organised manner and using other teaching aids that are essential to ensure success in learning.

The teachers also pay a great attention to the psychological aspects that surround the learning of English. This is clear from the great care and concern they give to the development of their students' self-confidence and autonomy, increasing their students' satisfaction and reward of learning English and creating awareness among students that they can overcome difficulties so as to energise their mental abilities to learn. The teachers are also well aware of the importance of making their classes interactive, using lesson planning appropriately for each class and using appropriate methods of teaching, carefully selecting suitable teaching aids confirm that these are among the things that maximise learning.

Furthermore, the teachers see the use of appropriate verbal as well as non-verbal language, making their students feel at ease with the use of the language, using positive words when dealing with students and being good models for their students to follow as exceptionally effective factors resulting in effective learning. This supports the idea that teachers strengthen the role of students' autonomy through guided motivation (Yang, 1998).

### **Conclusion**

This study reinforces the findings of many studies in the field, particularly the strong correlational relationship between "[i]deal L2 self and motivated learning" (Prasangani, 2014, p. 33). Motivated teachers can help learners to exert more efforts of learning a foreign language in general. From the point of view of students, the most common techniques that teachers use to motivate them in the classrooms have a variety of facets, namely, encouragement, appraisal, tolerance, professionalism, friendly and positive attitude towards learners. On the other hand, the most common techniques that teachers should use to motivate their students in the classrooms are being aware of the needs of the students and the continuous evaluation of the learning situation, where teachers are supposed to act accordingly. Monitoring students learning and keeping motivation in mind are a good strategy to keep motivation present in the classroom activities and interactions. Teachers and students alike stress the importance of motivation in pushing learning ahead, and they almost share the same assumptions, but from different stances and perspectives.

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## Appendix A: Analysis of teachers' questionnaire

### Dear teacher,

This questionnaire intends to get your opinion on how you exert efforts and use classroom to motivate your students learn English. You are kindly requested to put a tick (ü) against the choice that you see suitable, and according to your opinion. We assure you that the data you provide will be used strictly and only for the purposes for research purposes, hoping that you provide your answers honestly. This questionnaire is optional and you can withdraw at any time if you are not interested in competition.

**CODE:** **SA** = strongly agree, **A** = agree, **N** = neutral, **D** = disagree, and **SD** = strongly disagree.

SERIAL	Statement	Number of answers					Answer values					Answer totals	Sum of answer values	Statement value in %
		SA	A	N	D	SD	5	4	3	2	1			
1	Teachers should try to know about their students' attitudes towards learning English.	43	3	0	0	0	215	12	0	0	0	46	227	99%
2	Teachers should call students by name when asking questions and assigning tasks.	38	8	0	0	0	190	32	0	0	0	46	222	97%
3	Teachers should praise students' individual works and achievement.	41	5	0	0	0	205	20	0	0	0	46	225	98%
4	Teachers should look into their students' past experience; how they were taught before getting into the university.	21	25	0	0	0	105	100	0	0	0	46	205	89%
5	Teachers should give attention to students' individual differences.	22	24	0	0	0	110	96	0	0	0	46	206	90%

6	Teachers should accept students' answers even if wrong in grammar or wrong in the choice of vocabulary items.	11	23	0	12	0	55	92	0	24	0	46	171	74%
7	Teachers should create a pleasant and supportive classroom environment.	31	15	0	0	0	155	60	0	0	0	46	215	93%
8	Teachers should establish a good rapport with the students.	23	23	0	0	0	115	92	0	0	0	46	207	90%
9	Teachers should use the white board in an organized manner.	32	14	0	0	0	160	56	0	0	0	46	216	94%
10	Teachers should make use of any available technology/ teaching aids.	39	7	0	0	0	195	28	0	0	0	46	223	97%
11	Teachers should change their teaching techniques from time to time.	37	9	0	0	0	185	36	0	0	0	46	221	96%
12	Teachers should increase the learner's goal of learning the language in such a way that it has a good/ promising future.	27	19	0	0	0	135	76	0	0	0	46	211	92%
13	Teachers should relate what they teach to the learner's life.	19	27	0	0	0	95	108	0	0	0	46	203	88%
14	Teachers should try to increase the students' self-confidence and their autonomy.	22	24	0	0	0	110	96	0	0	0	46	206	90%
15	Teachers should try to increase the students' satisfaction and reward of leaning English.	31	15	0	0	0	155	60	0	0	0	46	215	93%

	Teachers should create awareness among students that they can													
16	overcome difficulties as there is nothing impossible for the human mind.	35	11	0	0	0	175	44	0	0	0	46	219	95%
	Teachers should try to													
17	make their class interactive.	34	12	0	0	0	170	48	0	0	0	46	218	95%
	Teachers should use													
18	lesson planning appropriate for each class.	33	13	0	0	0	165	52	0	0	0	46	217	94%
	Teachers should use													
19	appropriate methods of teaching & suitable teaching aids.	38	8	0	0	0	190	32	0	0	0	46	222	97%
	Teachers should use													
20	appropriate verbal as well as non-verbal language.	30	16	0	0	0	150	64	0	0	0	46	214	93%
	Teachers should make													
21	students feel at ease with the use of the language.	32	14	0	0	0	160	56	0	0	0	46	216	94%
	Teachers should use													
22	positive words when dealing with students so as to build bridges with such students.	36	10	0	0	0	180	40	0	0	0	46	220	96%
	***													
	Teachers should be													
23	good models for their students so that they can follow such good models.	38	8	0	0	0	190	32	0	0	0	46	222	97%
	Teachers should create													
24	awareness among their students that English is important for their higher/ further education	27	19	0	0	0	135	76	0	0	0	46	211	92%

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## Appendix B: Analysis of students' questionnaire

### Dear Student,

This questionnaire is intended to get your opinion on how the teacher(s) of English motivate you in class in order to learn English effectively. You are requested to put a tick (ü) against the choice that you see suitable, and according to your observation of your teacher and experience in the classroom. Your responses will be kept confidential and will be used for research purposes to encourage your teachers to teach better. Kindly answer with honesty. This questionnaire is optional and you can withdraw at any time if you are not interested in competition.

**CODE:** **SA** = strongly agree, **A** = agree, **N** = neutral, **D** = disagree, and **SD** = strongly disagree.

SERIAL	Statement	Number of answers					Answer values					Answer totals	values answer	Statement value in %
		SA	A	N	D	SD	5	4	3	2	1			
1	The teachers who teach me English ask us whether, or not we like English.	32	18	10	10	5	160	72	30	20	5	75	287	77%
2	The teachers who teach me English call students by name.	53	10	6	3	3	265	40	18	6	3	75	332	89%
3	The teachers who teach me English praise our individual works and achievement.	50	10	8	7	0	250	40	24	14	0	75	328	87%
4	The teachers who teach me English ask how we were taught before getting into the university.	30	12	10	17	6	150	48	30	34	6	75	268	71%
5	The teachers who teach me English accept students' answers even if wrong in grammar or wrong in the choice of vocabulary items.	52	10	5	6	2	260	40	15	12	2	75	329	88%

6	The teachers who teach me English create a pleasant and supportive classroom environment.	42	12	10	6	5	<b>210</b>	<b>48</b>	<b>30</b>	<b>12</b>	<b>5</b>	<b>75</b>	<b>305</b>	<b>81%</b>
7	The teachers who teach me English establish a good rapport with the students.	51	10	5	6	3	<b>255</b>	<b>40</b>	<b>15</b>	<b>12</b>	<b>3</b>	<b>75</b>	<b>325</b>	<b>87%</b>
8	The teachers who teach me English use the white board in an organized manner.	54	6	5	7	3	<b>270</b>	<b>24</b>	<b>15</b>	<b>14</b>	<b>3</b>	<b>75</b>	<b>326</b>	<b>87%</b>
9	The teachers who teach me English change their teaching techniques from time to time; giving different tasks, telling little stories etc..	31	9	11	15	9	<b>155</b>	<b>36</b>	<b>33</b>	<b>30</b>	<b>9</b>	<b>75</b>	<b>263</b>	<b>70%</b>
10	The teachers who teach me English tells the students that English has a good/ promising future.	50	10	8	7	0	<b>250</b>	<b>40</b>	<b>24</b>	<b>14</b>	<b>0</b>	<b>75</b>	<b>328</b>	<b>87%</b>
11	The teachers who teach me English relate what they teach to the learner's life.	43	17	10	5	0	<b>215</b>	<b>68</b>	<b>30</b>	<b>10</b>	<b>0</b>	<b>75</b>	<b>323</b>	<b>86%</b>
12	The teachers who teach me English make their class interactive.	47	9	12	7	0	<b>235</b>	<b>36</b>	<b>36</b>	<b>14</b>	<b>0</b>	<b>75</b>	<b>321</b>	<b>86%</b>
13	The teachers who teach me English take good care of the beginning, middle and end of the lesson.	45	12	9	4	5	<b>225</b>	<b>48</b>	<b>27</b>	<b>8</b>	<b>5</b>	<b>75</b>	<b>313</b>	<b>83%</b>



14	The teachers who teach me English use appropriate teaching methods & suitable teaching aids.	48	9	8	10	0	240	36	24	20	0	75	320	85%
15	The teachers who teach me English use appropriate verbal as well as non-verbal language while teaching.	33	21	11	10	0	165	84	33	20	0	75	302	81%
16	The teachers who teach me English make students feel at ease with the use of the language.	45	12	6	12	0	225	48	18	24	0	75	315	84%
17	The teachers who teach me English use positive (good) words when dealing with students.	53	5	7	10	0	265	20	21	20	0	75	326	87%
18	The teachers who teach me English tell their students to learn English for a promising future.	47	8	10	10	0	235	32	30	20	0	75	317	85%
19	The teachers who teach me English are good models for their students to follow.	48	7	12	8	0	240	28	36	16	0	75	320	85%
20	The teachers who teach me English make their students aware of the fact that English is important for their higher/ further education.	51	5	15	4	0	255	20	45	8	0	75	328	87%

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