



## Autonomous Classroom as product of Effective Teaching Strategies and Motivated Learners

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### ABSTRACT

*This paper addresses the issue of how to enhance motivation in tertiary level EFL learners to lead them towards achieving independence in learning. Based on a case study at the Global College of Engineering and Technology, Muscat, Oman, it critically examines the scope of application of John Keller's ARCS model that exhibits four steps for enhancing learners' motivation - Attention, Relevance, Confidence, and Satisfaction. It recounts how these motivational techniques have been used in classrooms and how each of these steps has enhanced the learners' self-reliance and their keenness in language learning. The paper argues that efficient use of ARCS model can transform extrinsic motivation into intrinsic one. It recommends that educators should adopt the ARCS model to sustain learners' interests and accomplishments of the set learning objectives. It makes students reach a level where they begin to take charge of their learning, resulting in strong learner-teacher autonomy in language acquisition.*



### Introduction

One of the most studied, crucial, and powerful internal language development elements is motivation. Many authors have referred to it as a critical aspect, emphasizing its importance and centrality in foreign language learning. High motivation has also been connected to a strong desire to study independently (Dahmardeh & Hunt, 2012). Autonomous learning, on the other hand, has been credited with boosting students' confidence in their ability to overcome learning challenges (Li & Pan, 2009). Intrinsic and extrinsic motivation have been identified. While the former is associated with integrative orientation, in which learners are motivated to learn a foreign language for the sake of learning it and the enjoyment it provides, the latter is frequently associated with instrumental orientation, in which the learner is primarily motivated by external rewards or fear of punishment, such as better grades or receiving their teachers' approval.

Teachers have been viewed as having a difficult time motivating their students (Dahmardeh & Hunt, 2012). Individual learner, teaching approach, social interaction, cultural milieu, and educational context are all aspects that influence students' integrative and instrumental motivation, according to Brown (2007). As external elements affecting motivation, Zhao (2012) considers the teacher, activities and materials, relevance of content and instruction, the classroom, and the classroom environment. Kong (2009) emphasizes teachers' role as primary motivators of their students through a variety of activities, including new and effective teaching techniques, high performance expectations, appropriate use of rewards, the creation of a relaxed and positive learning climate inside the classroom, cooperative activities, and the provision of activities for students to experience success. In order for pupils to learn well in the classroom, the teacher must be able to

"keep the curiosity that drew them to the course in the first place" (Erickson, 1978, p. 3).

Unfortunately, there is no one-size-fits-all approach to student motivation. Interest in the subject matter, perceptions of its utility, overall drive to achieve, self-confidence and self-esteem, as well as patience and persistence, are all elements that influence a student's motivation to work and learn (Bligh, 1971; Sass, 1989). Researchers have begun to discover characteristics of the educational environment that help pupils become more self-motivated (Lowman, 1984; Lucas, 1990; Weinert and Kluwe, 1987; Bligh, 1971). Teachers can help students become self-motivated independent learners by providing frequent, early, and positive feedback, ensuring opportunities for students' success by assigning tasks that are neither too easy nor too difficult, assisting students in finding personal meaning and value in material, creating an open and positive learning environment, and assisting students in feeling valued members of a learning community. Research has also indicated that having a good day-to-day routine is beneficial. According to studies, good everyday teaching techniques can do more to combat student apathy than special initiatives to directly tackle motivation (Erickson, 1978).

An enthused educator can pique pupils' interest in what they are learning, boosting their motivation. Taking advantage of students' current needs, such as the want for new experiences, the desire to improve abilities, the desire to feel involved and interact with others, is satisfying in and of itself, and proves to be more permanent and rewarding than grades. To meet these needs, create assignments, in-class activities, and discussion topics. (McMillan and Forsyth, 1991)

Passivity dampens pupils' motivation and interest, whereas active participation in learning increases drive and curiosity. Active participation is emphasized through methods that include leading a conversation, supplements and alternatives to lecturing, and collaborative learning. (Lucas, 1990) Sass (1989) asks his students to recollect two recent class periods, one during which they were very motivated and the other during which they were not. Each student writes a list of particular components of both classes that influenced his or her motivation level, and students then convene in small groups to come to an agreement on traits that contribute to high or low motivation. The same eight characteristics emerge as major contributors to student motivation in over twenty courses, according to Sass: an instructor's enthusiasm, relevance of the material, course organization, appropriate difficulty level of the material, active involvement of students, variety, rapport between teacher and students; and use of appropriate, concrete, and understandable examples. Inform students of the steps they must do in order to succeed in the course. Assure them that they can succeed by saying things such, "Here's one approach you could go about learning the information." (Tiberius, 1990; Cashin, 1979) Competition can cause tension, which can obstruct learning. Students are more attentive, have higher comprehension, and generate more work in groups than competing individually, according to Bligh (1971). Avoid public criticism of students' work, as well as remarks or activities that pit students against one another. (Forsyth and McMillan, 1991; Eble, 1988) Explain how the course's content and objectives will aid students in achieving their educational, professional, or personal objectives. (Brock, 1976; Cashin, 1979; Lucas, 1990) Allow pupils to succeed early in the semester, then gradually increase the complexity of the content as the semester goes. Students will have the opportunity to experience both success and struggle in this manner. (1979, Cashin) Students' engagement and enthusiasm in the classroom are boosted by variety. Monotony can be disrupted by adding diverse instructional activities and approaches such as debates, role plays, and group discussions (Forsyth and McMillan, 1991). McKeachie (1986) points out that while the prospect of failing marks can motivate students to work hard, it can also lead to academic dishonesty and other counterproductive behavior.

For students, feedback on their work is critical in terms of determining how well they did and how they may improve. (Cashin, 1979) Positive and negative feedback both influence motivation, but research repeatedly shows that positive feedback and success have a greater impact on students' self-confidence, self-esteem, and competence. Cashin (1979) and Lucas (1990) are two examples of this. Negative comments should be focused, focusing on a single task or performance rather than the student as a whole. (Cashin, 1979) According to Petrides (2006) and Li and Pan (2009), adopting commutatively popular and enjoyable activities can help students become more motivated to study English. According to Petrides (2006), enthusiastic participation in a task by students is a sign of motivation. Petrides addresses the significance of creating a variety of enjoyable activities, innovative technology, visual aids, and opportunities to assist learners use the language in real-life circumstances and communicate effectively. According to Costa (2011), "the possibilities for using technology in the classroom are infinite." Shyamlee (2012) also claims that "the

twenty-first century is the age of globalization, and it is critical to be fluent in a variety of other languages, with English being the most significant." "Technological breakthroughs have gone hand in hand with the rise of English, and they are transforming the way we interact," Shyamlee continues. It is safe to say that the internet's rise has aided the development of the English language."

Keller's ARCS Model of Motivation is an example of a well-documented design theory that emphasizes the relevance of motivation in explaining disparities in learner performance. Keller proposes that learners react to their surroundings based on internal and external traits, perceptions, and aspirations, as well as perceived and actual opportunities and reinforcements in the external environment (Keller, 1983; Keller, 1999). The ARCS model focuses on the conditions that must be maintained in order for the learner to remain interested in the subject (Fernandez, 1999). Attention, relevance, confidence, and satisfaction are the four core concepts of the ARCS model.

Effective learning requires capturing a learner's attention and adopting tactics that retain curiosity and interest (Kupritz & Laszlo, 2003). Keller proposes three strategies for gaining a learner's attention: increasing perceptual arousal, increasing inquiry arousal, and increasing variation (Keller, 1987). "Sensory-level reaction and selective attention in response to individual items in the environment" are the most closely related aspects of perceptual arousal (Keller, 1983). The term "inquiry arousal" refers to excitement that stimulates information seeking activity (Keller, 1983). To prevent students' interest from flagging, Keller suggests that instructors diversify their training (Driscoll, 2000).

A student's need to believe that the learning environment is meeting essential personal needs is one source of motivation through relevance (Keller, 1983). Keller lists familiarity, motivation matching, and goal orientation as three techniques for boosting a student's feeling of relevance (Keller, 1987). The use of concrete language examples and concepts that are relevant to the learner's experience and values is referred to as familiarity (Keller, 1987). The possibility that the work would satisfy basic needs or values such as power, achievement, and affiliation will improve student motivation" (Keller, 1983). When a desired objective is regarded to be aligned with the ideals of groups such as parents, friends, organizations, and society at large, personal motivation improves. If a student's family, friends, and society value an activity, the individual will as well" (Keller, 1983). When a short-term goal is seen as a step toward a longer-term goal, motivation to complete it is often boosted (Keller, 1983).

When students succeed at difficult activities, they acquire confidence in their own skills (Driscoll, 2000). Instructors should set a level of difficulty that allows students to succeed in both learning and performing situations (Keller, 1987). Learning needs, success opportunities, and personal accountability can all be boiled down into the concept of confidence (Keller, 1987). "Increase expectancy for success by utilizing instructional-design tactics that signal the requirements for success," Keller says. The adoption of well-stated objectives by instructors is required" (Keller, 1983). "Rewards or successes increase the learning of the rewarded behavior, but punishments or failures diminish the desire to repeat the activity," according to Thorndike's Law of Effect (Bower & Hilgard, 1981). Instructors must "link success to individual effort and ability." When such a component is essential, providing feedback helps pupils create an internal attribution for success and failure" (Keller, 1983). Mager's Criterion Referenced Instruction Theory further suggests that in order to practice and receive feedback on the quality of their performance, students should use the Criterion Referenced Instruction Theory (Mager, 1970). Providing remediation feedback to assist the learner in identifying the source of his or her errors and learning from them (Keller, 1987).

"Helping the student employ his or her information in an environment that will provide feedback and reinforcements" is what satisfaction as a learning incentive entails. Satisfaction encompasses intrinsic reinforcement, incentives, and equality, all of which have an impact on motivation (Small, 2000)

Instructors must promote and support students' intrinsic enjoyment of the learning process (Keller, 1987). "Intrinsic results are the product of one's own feelings and assessments in response to the performance," Keller says (Small, 2000). When it comes to intrinsic motivators, Malone goes a step further in his Intrinsically Motivated Instruction theory, stating that "change, feedback, and clearly stated performance standards are also considered intrinsic motivators" (Malone, 1981). Extrinsic rewards are a type of "positive reinforcement and motivational feedback" that can be used to boost satisfaction (Small, 2000). Through the application of consistent criteria and punishments for performance, equity increases motivation and accomplishment (Keller, 1987).

The researcher discovered that the strategies promote learner self-confidence, recognize students' efforts

and celebrate their success, present tasks properly, make learning tasks stimulating, create a pleasant classroom environment, familiarize learners with the values of mastering target language; and enhance learner autonomy in an attempt to analyze and implement Keller's ARCS model of motivational design.

The present research study deals with different strategies and techniques to motivate learners at tertiary level that will enhance learner's autonomy. Students at the Global College of Engineering and Technology come from a less motivated environment. Thus, most of them find it difficult to adjust themselves at the initial stage of their GFP. In order to address the issues of motivation and learner autonomy, the present study was planned based on the following objective :

To investigate the role of effective teaching strategies and motivated learners in creating an autonomous classroom

### **Research Questions**

1. Why is it important to inculcate motivation in students?
2. How can effective teaching strategies enhance motivation?
3. Do motivated students become autonomous learners?

The main hypothesis of this paper is that well-planned and student-centered lessons and techniques can produce motivated learners. By following John Keller's ARCS (Attention, Relevance, Confidence, Satisfaction) model of Motivational Design theories, educators can stimulate extrinsic motivation that leads to an autonomous classroom. Gradually, extrinsic motivation transforms into intrinsic motivation which results in successful outcomes from learners not only in academics but also in their real-life situations.

The paper discusses how John Keller's ARCS model exhibits four steps for encouraging learners' motivation- Attention, Relevance, Confidence, and Satisfaction. The motivational techniques used at each of these steps are meant to enhance students' self-confidence and their interest in learning the language. Through the efficient use of this model, extrinsic motivation can be eventually transformed into the intrinsic one.

This model can prove beneficial at GCET by planning effective teaching at all four steps. The model is useful for designing tasks that can keep students' attention intact. It can eventually inculcate confidence through various classroom activities to relevant teaching and proper feedback to satisfying students with rewards and marks. At the completion of GFP, GCET students can be made confident, self-sufficient and extrinsically motivated towards learning.

Students at GCET are mostly females. Sometimes they find it hard to work in groups with males. At times they feel shy to speak in front of the classroom if they confront boys. Some slow learners also face the same issue while speaking or participating in any classroom activity. Another major constraint is that sometimes their families don't allow them to go to field trips or take part in college clubs which are one of the most important aspects of their development.

The application of this model has proved fruitful at GCET in various terms. The teacher planned the teaching strategies based on it for reading/writing skills at Foundation level for all three stages taught during the session 2020-2021. Through pair work, group work, debate and likewise activities, students have shown satisfactory progress in-class participation. Moreover, it has influenced their online learning too in a positive way. Students have initiated to participate in the English club activities and intra and inter-college competitions. Not only in the classroom, a good number of students who are influenced and motivated, volunteer many curricular and co-curricular activities.

One of the most significant factors in improving the teaching-learning process is motivation. Educators should keep on adopting and trying different motivational tools to sustain learners' interests and accomplishments of the set learning objectives. It makes students reach a level where they begin to take charge of their learning, resulting in strong learner-teacher autonomy in language acquisition. Well planned and appropriate motivation makes learners reach the goal where their educators want them to be.

### **Research Design**

This study presents the case of the Global College of Engineering & Technology in Oman focusing on the effectiveness of implementing John Keller's ARCS model of motivation in teaching general foundation students.



## Methodology

Parallel mix method research design was adopted. Data was collected through both qualitative and quantitative tools used in the same time during the research process. Data was gathered using semi-structured interviews and a student survey. The survey was posted on Google Forms to the two sections of stage 3 comprised of 46 students and it remained open to them for a week. Seven students volunteered from the same groups for the interview. A meet link was sent to all the interviewees and their interviews were conducted at a designated time during the final week of the semester. All the interviews were recorded.

### Research Participants

39 out of 46 students which was 85% of the total strength, who participated in the research were all Omani nationals. There were, however, variance in school curriculum and the regions of Oman from where students came. These features were important to investigate and decide the effectiveness of motivational teaching techniques in the success of the foundation program.

Out of all study participants, 87% were 19 years of age, one student was 18 years, one was 23 years old and 3 students were of 20 years. Regarding gender frequency, 32 (82%) were females and remaining 7 (18%) were male students. Before enrolling at Global College of Engineering and Technology, all of the students attended public schools in various governorates across Oman.

The 39 participants represented Oman's ten governorates. The region of Muscat had the highest number of students participating in the study (8), followed by South Sharqiyah (7 participants). Al Dhahira was represented by six students. The regions of Dhofar (6 participants) and Al Dakhiliyah (4 participants) followed. Al Buraimi, Al Batinah North, and Al Batinah South each had two representatives from their respective regions (6 participants). Musandam (1 student) and Sharqiyah North (1 student) had the smallest representation.

The semi-structured interviews were built around four major questions aiming at obtaining the informant's statements about the role and influence of motivation in English Language Learning:

1. Do you think that students in Oman lack the motivation to learn English Language? Why?
2. How has your teacher motivated you to participate in the classroom as well as in the English club activities/ events/ competitions?
3. Do you think timely feedback and rewards have enhanced your performance?
4. Mention at least three developments in your personality after completing the GFP at Global College of Engineering and Technology.

Participant 1 – claims that “In Oman, students miss the suitable environment for studying and teaching English Language. I studied English Language for 40 minutes in the school and most of the time we spoke Arabic. We don't have multiple games for motivating us to learn the language with curiosity. Now, at college, I have found the suitable platform to develop my skills. We have movies, videos and various activities which benefit us a lot. I never got a chance to participate in English language related competition until I joined GCET. My teacher has encouraged me to come out of my shyness and ask questions freely and taught various strategies of learning English. The teacher inspired and motivated me to participate in the English club activities by her positive comments and encouraged me to do my best. The timely feedback has improved and enhanced my skills, specially the writing skill. When I upload my essay on the Moodle, teacher immediately comments on my vocabulary or grammar mistakes. Such feedback helps me not to commit the same mistake the second time. About rewards, I would say that, my mom hugged me when she saw my mementos and said that “keep it up”. That moment I realized that I'll always do the best for make my mom and myself happy. Yes, this enhances my performance. I'd keep doing my best even if there is no reward for something, for better experience and for knowledge. After participating in the debate, I feel confident in sharing opinions. It's not about winning or losing. It's also about how one is doing it. My teacher has played a major role in changing my perspective, not only towards English language but life also. I have become a positive person. This semester gave me a chance to recognize my abilities and skills I had no idea that I possess.”

The informant mentioned the importance of intrinsic and extrinsic rewards for motivation in English language learning and the role of teaching techniques in the classroom.

Participant 2 – looks at the reasons for students' non-interest in learning English Language. “In Oman, mostly kids lack the motivation of studying English for two reasons. First, they feel that they are being

forced to learn the language without understanding the use of it. They struggle to pronounce and spell the words correctly so they lose interest. Their goal is just to pass the stage and then they forget about it. Second, they don't have the background to learn new language and no idea why they should learn and how important it can be. I think parents and teachers can play a huge role in making them understand the benefits of learning English Language. At GCET, teachers made us compete with each other, take quizzes, blended games with learning and motivated us. The teaching methods motivated us to perform our best during the classroom activities in order to get the admiration and win the attention. Feedback from teachers help us not to repeat the mistake and it also shows teacher's concern about us and wants to see us a better person. As a student, I feel that I'll never stop learning. During my stage 3, my writing has improved a lot and I have gained a range of vocabulary and phrases. In reading, I learnt skimming and scanning which has made me fast in doing exercises. I used to be nervous while speaking and was hesitant in pronouncing difficult words but now I think I have become better. Now, I see myself to be a better person, believe in self-education so I will do my well even if there are no rewards like marks or other incentives but my friends say that what keeps them doing the best work is the marks.

The informant explained the basic reasons for Omani students not showing interest in the English language. He admitted a great change in his perspective towards learning the language because of the motivation and appealing teaching techniques during the third stage of GFP. He claimed to be extrinsically motivated after being passed out as a GFP student.

Participant 3 – points out that some families in Oman think that use of English language will affect the habits of children and they may give use the foreign language more than their mother tongue. That's why they avoid their children to learn the language. Another reason is that in Omani schools, students learn English language only for 40 minutes in a day and after that there is no usage of it in other learning process. I got a chance to improve after joining GCET. Here, English Club organizes many activities and competition, and my teacher's words encouraged me to participate in the slogan writing competition. She made us understand the value of learning the TL and I could take part in the movie review writing competition also. For me, feedback is very important as it helps in improving my work and avoid repeating mistakes. Listening good words for my work makes me feel happy and will increase my interest to improve my skills. My English language has improved a lot during GFP and I always remain excited to learn and use it. I gained confidence in classroom discussions and started taking initiatives for reading during the class. On the contrary, in school, I was a shy person and asked questions in Arabic from my teachers but here in college, it is natural to use English language with non- Arabic teachers. I will keep on trying my best for the improvement of language. There is a direct reference to intrinsic and extrinsic motivation in English language practice and use.

Participant 4- thinks "in schools, Omani students begin learning English language in the school only, that also one or two lessons in a day. They don't have many activities to do in English. Second reason is the use of local language more than English everywhere. There are a lot of activities I'm introduced to at GCET. Through English club, my teacher encouraged to participate in the debate and writing competitions. Timely feedback in writing has helped me improve my skill. I have developed my vocabulary, improved pronunciation and, speaking. Moreover, I have come out of shyness."

It can be seen that students remain under the influence of local language most of the time and through motivation only, it becomes possible to bring them out for new exposures. The activities and teaching classroom interaction make a long lasting impact on students' behavior and learning.

Participant 5 – thinks that learners in Oman lack the motivation to learn English language. First, the foundation is not right as the English language is neglected in the initial grades. Second, the way of teaching the language doesn't inspire students to learn English. Third, living in a society where Arabic language is dominant, makes learning a new language secondary.

I believe that it is important to learn the language to communicate with foreigners in Oman such as Brits, Indians, Australians, Americans and others. At GCET, teacher has a strong communication with students for bringing them for practices and participation. I have become more focused because of the compliments from the teacher from time to time for my good words. My vocabulary has improved a lot and I see myself better in reading and writing skills. I now use English language often while talking with my parents and other family members so that the words remain in the mind.

The informant has made reference to the importance of well-organized and well planned teaching strategies for preparing autonomous students inclining them towards leaning and participation. The extrinsic motivation leads to the usage of language in real life situations.

Participant 6 - points out the causes of lack of motivation to learn English language in Oman. First, most of the times, Omanis use only Arabic language to communicate with family and friends. Second, students use the method of memorization instead of understanding the basics. Third, they take English as a subject to pass, not as a language to learn for life. My teacher at GCET has motivated me with her amazing ways of teaching and encouraged me to participate in competitions related to various skills. I participated in some of the English club activities. I learn a lot even when I just attend the competitions. Feedback for my work has helped me improve. When I get better marks, I feel motivated to do better not only in English but in other subjects as well. After completing GFP at GCET, I can say that I have learnt the skill of time management, cooperation with each other and a sense of responsibility. I have learnt to do my assignments on time. I feel confident while talking in English. I like to work in groups and participate in the classroom discussion for which teacher has played a vital role and I'll keep using the English language everywhere because I want to develop it more.

The informant has referred to the relevant lessons and planning to inculcate confidence in students for learning the English language. The gained self-confidence further leads to using the language confidently outside the classroom.

Participant 7 – mentions three reasons for Omani students lacking motivation to learn English language. Firstly, most of students from grade 1 to 12 study in government school and rely on Arabic, the mother tongue and think that English is not important, rather they feel it's a burden on them. Secondly, learning English for them is an additional subject to them and there is no use of it in future. Another important reason is the fear of social environment. For example, if someone tries to speak the language, he or she is laughed at by his friends and sometimes family. At GCET, the classroom discussions have helped me in improving my speaking skills, online games and activities have enhanced my vocabulary and grammar. When the teacher gives me feedback and comments on my errors in writing works, essays, I try to fix them. I think I have learnt the language in best way. After completing GFP, I have become confident, able to give my opinion without any fear of judgement as I used to be shy. My social relationships have improved because of the confidence I have gained. The motivation of using English language will be continued after the college and at work.

There is a clear reference to the role of motivation and teaching methodologies in making students interested towards learning English language, thus making them life-long English users and speakers.

**Close ended Survey-** The survey consisted of twenty questions and aimed at eliciting the impact of motivation and teaching methods in building autonomous learners. Data were analyzed using descriptive statistics.

### **Results and Discussion**

The results related to the impact of motivation on students during the classroom interaction cover their participation in discussions during the lessons, critical thinking, improvement in productive and receptive skills, public speaking and the use of English language in real life situations.

Most of the participants (97%) realize that motivation by teachers in the classroom plays a vital role in inculcating the desire to master the English language. Others (3%) remained neutral. On the statement how motivation helped them in their learning, 90% responded very positively saying that they had come out of their shyness and they understood the value of using the language. Surprisingly, 6% students said they felt shy interacting with their teachers. During the interview, most of the students added that they wish to keep on improving their language even after the completion of GFP. All the students responded to the question on being constantly motivated to learn the English language.

The majority of the participants (84%) responded positively on the enhancement of their critical thinking abilities. Some students mentioned that teacher has made us think critically for writing essays on

various topics. They said that they are able to plan better content and suitable high frequency words to be included in their work. Some students emphasized that they see a drastic change in their performance. They said that with regular practice in the classroom, they are able to think logically, use strategies of drafting, revising, editing and so on. They also added that they have progressed from writing simple and short sentences to complex and compound sentences. Though, 15% students showed disagreement about the critical thinking improvement. During the talk, the conclusion was that some of them didn't understand the meaning of 'critical thinking'.

Regarding showing interest in reading English story books, newspapers and articles, about 52% said they preferred to read in English rather than in the mother tongue. However, 41% students were neutral on this. During the interview, some students mentioned that they never realized the need to buy English books as they took it as a subject only. A group of students clearly said that they were not interested in reading at all. Nearly 40% of the students said that they look forward to get a chance for reading loudly in the class. In the discussion, some students pointed that they have gained a lot of confidence to talk in the class, not only with their teachers but peers as well.

60% students find English club activities useful and they liked attending the competitions and activities. The students who participated in the club activities added that the English club activities had evolved them as they took part in spelling competitions, debates and other events. They added that the teacher's continuous motivation brought them to a level where they were able to conduct speeches, take part in the debate and spelling competition with other institutions. Regarding the role of teacher, 85% students strongly mentioned that the teacher's initiative of giving awards, gifts and certificates had kept them motivated. Some students, during the interview mentioned that the compliments and regular counseling had made them interested in taking part in the events and competitions. However, 25 % students stated that they did not have any interest in the English Club activities.

Regarding using target language more than their mother tongue for communication, 28 % remained neutral. However, some students said that they try their best to use English language at public places without hesitation. 66% learners chose the option that they preferred using target language because their aim to learn the language was not only marks, but preparing themselves for real life situations, specially, for professional life.

### Conclusion

Based on the results of the survey and interviews, it is obvious that teachers bear the most responsibility for devising efficient methods to motivate Omani students, as motivation is a critical aspect in the growth of the target language. Although there will be some students who may feel that they are being forced into something new or uninteresting subject and tasks in the beginning, there will be a keenness to learn. The teacher, with suitable strategies, has the ability to inculcate and develop the skills for making autonomous learners fit to use English language in real life situations throughout.

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