EFL Student Teachers' Motivational Strategies in Teaching English: A Case Study of The Open University of Tanzania

Zelda Elisifa Sam*
The Open University of Tanzania

ORCID: 0000-0002-0378-6147

Abstract

This paper sought to appraise motivational strategies employed by EFL student teachers in Tanzania. Using a case study design, the paper involved 61 randomly sampled undergraduate students from The Open University of Tanzania pursuing education and English language studies. They filled in a questionnaire, the sole data collection tool, adapted from Dörnyei (2001). After that, the researcher entered the responses into SPSS to compute frequencies and percentages. The questionnaire items were classified into affective, class management, social, and cognitive strategies. Results were summarised in tables. They indicated that most respondents employed 'occasional' to 'often use' strategies. However, these respondents were uncertain about using some strategies. Their uncertainty was linked to Tanzanian teachers' preference for teacher-dominance language teaching and handling English like a content subject. Hence, it requires silence and formal acknowledgement of the language teacher as the sole authority, rather than bringing in and encouraging humour and laughter in the classroom. The quantitative analysis demonstrated that motivation in the classroom is perceived as the opportunity to enhance learning, which is why many respondents teaching English as a foreign language used all types of strategies in teaching their learners. The paper concludes that motivational strategies are as varied and diverse as learners' contexts and teachers' preferences.

Key words: *EFL teachers, motivation, teaching strategies*

Introduction

Motivation plays a crucial role in making the learning of any language successful. Dörnyei (2001) states that motivation is a complex and challenging task facing teachers. Motivation is critical in every learning without which teaching and learning are hard. Scheidecker and Freeman (1999) reiterate that one thing that remained in the past, remains in the present, and will possibly remain in the future is the importance of motivation in educational

---

Coresponding author :
Zelda Elisifa Sam, P.O. Box 23409, Dar es Salaam, Tanzania.
E-mail: zemmangare@gmail.com

practice. More research on motivation is needed. Motivation is considered a contributing factor to L2 acquisition (Cheng & Dörnyei, 2007; Gardener, 1985). It determines the success or failure of second language learning (Li & Pan 2009, cited in Choosri & Intharaksa, 2014). Teachers employ different motivational strategies in teaching, creating a milieu that promotes learning (Margery & Raymond, 2009).

According to Carole (1990), teachers are concerned with whether students instigate learning activities and maintain participation in learning and dedication to the progression of knowledge if we value developing motivation to learn in students. Long-term quality participation will be sustained and contributed to learning by efficient schools if efficient teachers inculcate goals, beliefs, and attitudes in students.

Wlodkowski (1984) identified three stages in motivation: (a) attitude and needs, (b) stimulation and affection, and (c) competence and reinforcement. In the first stage, the teacher's job is to create learners' positive attitudes towards the L2 and provide a collaborative rather than competitive environment in the classroom. At the next stage, learners' attention should be stimulated; and a positive atmosphere should be created. Finally, at the third stage, the teacher should ensure that their students engage in activities that give them a sense of accomplishment, such as praising them for making progress.

According to most psychologists and educators, as Raymond (1978) observes, motivation describes the process that initiates and stimulates conduct, provides an intention and way to conduct, guides choosing meticulous conduct and lets conduct persevere. Additionally, Dörnyei and Csizér (1998:215) have developed language teacher imperatives, called 'Ten Commandments' that motivate language learners. These imperatives are as follows:

1. Put an individual pattern with your own conduct.
2. Generate a pleasing, tranquil mood in the classroom.
3. Present the errands appropriately.
4. Build up a high-quality association with the learners.
5. Boost the learner's linguistic self-assurance.
6. Create fascinating language classes.
7. Encourage learner self-sufficiency.
8. Personalise the learning procedure.
9. Enhance the learners' goal orientation.

10. Make known learners with the target language culture.
In this study, virtually all the imperatives above were captured, though at varying magnitudes. When students are motivated, they work longer, harder and more energetically than not. Motivation assists individuals in trouncing sluggishness. This takes place so that, in the teaching and learning processes, as in other activities, there should be something that drives their minds or dangles in front to make them more vigorous and vibrant. In classroom teaching, the chief assignment is to nurture students' curiosity to motivate learning. This is significant because curiosity is crucial to learning (Dörnyei, 1996).

Dörnyei (2000) reiterates that the motivational teaching method frequently brings to mind the strategies employed to offer incentives for students to perform something and or do it with greater intensity.

Teachers provide extrinsic motivational strategies, as follows:
   a) *Personal Praise*: This strategy works in the short term. Students feel good when they are praised. This strategy helps them to work harder.
   b) *Incentives*: This technique helps describe esteemed results or processes. It aids the teacher in clarifying the goal of the endeavour.
   c) *Grades and Rewards:* This sort of motivational strategy is concrete and well-known. It gives much motivation to the students who value them. This technique is similar to monetary motivators because they work as rewards.
   d) *Public Recognition*: It can reward deportment and attempt that peers may not reward. The recipient feels good when they get recognition from the public (Dörnyei & Ottò, 1998).

In this study, items (a) Personal praise, (c) Grades and Rewards and (d) Public recognition were in focus.

Empirical Studies
The thematic area of motivation in language learning and instructed second language acquisition has attracted a wide range of research both in goal setting contexts and in teacher pedagogical strategies. The current study focused on the latter, focusing on the following empirical studies.

Cheng and Dörnyei (2007) used the motivational strategies suggested by Dörnyei and Csizer (1998) to determine the importance of these

strategies to Taiwanese teachers. The researchers compared their results with Dörnyei and Csizer's (1998) using Hungarian teachers. The sample consisted of 387 Taiwanese teachers of English. Data were gathered using two questionnaires, including the same motivational strategies, and they were ranked based on their importance and frequency. Although the Asian context or culture is different from the Western context, some research results coincided. This shows that motivational strategies are transferable across diverse cultural contexts. However, dissimilarities between the Taiwanese and the Hungarian findings show the impact of culture on using motivational strategies. The strategies that coincided with the two groups were motivating teacher behaviour, promoting learners' self-confidence, creating a pleasant classroom climate and presenting tasks properly. The main difference was that the Hungarians valued promoting learners' autonomy more than the Taiwanese. In contrast, the Taiwanese valued the appreciation of effort in the learning process more than the Hungarians. These results emphasised the researchers' belief that not all motivational techniques can be applied or used in all contexts. Culture-specific variables, such as learners' learning approaches, teachers' teaching methods and ideologies, and the contextual reality of different learning environments, may render some techniques more effective than others.

Guilloteaux and Dörnyei (2008) used a student questionnaire, observation instrument and teacher evaluation scale to establish the relationship between motivational strategies' use and student motivation in South Korea. The sample consisted of 27 teachers and more than 1,300 students. Results showed that student motivation was related to the teachers' motivational practice.

Sugita and Takeuchi (2010) studied motivational strategies in English as a foreign language at a lower secondary school level. Fifteen motivational strategies were used as the basis of a questionnaire given to 5 Japanese teachers and their 190 students. When comparing teachers' and students' data, the researchers found that the frequent use of motivational strategies did not necessarily translate to their effectiveness. In addition, students' perceptions of effective motivational strategies differed depending on their proficiency levels (cf. Dörnyei, 2001b).

Astute (2013) conducted qualitative research using two case studies in Indonesian high schools. One case study was in an international standard high school, and the other was in a local high school. The

aim was to explore Indonesian teachers' and students' perceptions of motivational strategies. The study used semi-structured interviews, classroom observation, stimulated recall, and focus group discussion to gather data. The data were transcribed and coded, and themes were identified and analysed grounded in Dörnyei's (2001) taxonmy. Implications of this research are (a) the teacher is a motivating factor which is a major factor than others such as teaching materials, teaching strategies, and classroom management; (b) the fourth phase of Dörnyei's cycle of motivational teaching strategies needs to be worked on by teachers to motivate students to evaluate their own learning and look positively at the learning experience and (c) the relaxing and encouraging atmosphere in the classroom is essential for raising students' motivation.

Solak and Bayar (2014) investigated the effect of gender, years of teaching experience, types of schools served and the state of attendance abroad on the use of motivational strategies by 122 non-native English teachers in Turkey. Both sexes had varying ranges of teaching experience and taught at universities and schools. In addition, some of them had travelled abroad. The results showed the average use of all motivational strategies. There was no significant difference between motivational strategy use and gender, years of experience, types of the school served and the state of attendance abroad. Furthermore, there was a significant difference between gender and proper teacher behaviour, recognising students' efforts, promoting learners' self-confidence, and encouraging learner autonomy.

Wadho (2016) investigated the influence of parents and teachers on L2 learning in Kambar Shahdadkot. Data were collected through a questionnaire. Findings indicated that parents and teachers heavily influenced learners. Most of the learners indicated that they were learning the English language due to the respect they owed to their parents and teachers. Since the parents and teachers had positive attitudes towards English, they considerably influenced L2 learners' motivation and decisions. The study also found that most L2 learners learnt English following the rewards given to them by their parents. In addition, a lack of teachers' feedback demotivated L2 learners.

Eragamreddy (2015) studied motivational strategies of 85 English language teachers (64 males and 21 females) from different locations in Libya teaching in various institutional contexts, ranging from secondary schools to universities. The questionnaire data adapted

from Dörnyei (1994) were verified using reliability analysis. The data were analysed using frequency, percentage, and arithmetic mean. Findings showed that promoting goal setting and goal-orientedness were neglected in the participating teachers' practice. This tells that the teachers' own behavioural modelling could be exploited more thoroughly in motivating learners.

He (2009) investigated two aspects of comparing students' and teachers' perspectives toward motivational strategies. One aspect considered how important motivational strategies were for developing students' motivation. The other aspect focused on how frequently teachers used motivational strategies in class. The study involved 11 teachers and 40 students from Kent State University who were learning English in the English as a Second Language Center (ESLC). The students were aged from 17 to 45 years. Two questionnaires were developed containing the same set of motivational strategies for students and teachers. This was done to compare teachers' and students' perspectives on motivational strategies. The selection of these motivational strategies was based on the systematic overview of motivational techniques devised by Dörnyei (2001). The results showed that goal-oriented motivation was an effective teaching strategy for the students who participated in an ESL program, indicating that teachers should better understand learners' needs and learning goals to increase learners' motivation for learning a foreign language.

Dörnyei and Csizér (1998) conducted a survey to obtain classroom data on motivational strategies. Two hundred Hungarian teachers of English from various language teaching institutions were asked how important they considered a selection of 51 strategies and how frequently they used them in their teaching practice. Based on their responses, the researchers compiled a set of ten motivational macro-strategies, which they dubbed 'Ten commandments for motivating language learners.

The literature survey shows that most studies dealt with already professionally-certified teachers or students to study perceptions and attitudes towards their teachers' motivational strategies. Pre-service teachers at the university level have not been studied, which is the focus of this paper.

Respondents and Methods

This was a case study design with the Open University of Tanzania as a single case. The OUT was chosen due to its uniqueness in teaching and learning, exclusively via its open and distance learning mode. This study was interested in discovering how student teachers creatively employ different motivational strategies to make English learning successful. Undergraduate students taking education and English were the target population. The study used random sampling to obtain 80 students and their consent before engaging them in filling in a questionnaire. The questionnaire was adapted from Dörnyei's (2001) classroom motivational strategies. Only 61 students returned their filled-in copies of the questionnaire. The items in the questionnaire were classified into affective, class management, social and cognitive strategies. Having collected the responses, the researcher posted them to SPSS to compute frequencies and percentages and summarized the results using tables.

Results

The results are organized into affective strategies, class management strategies, cognitive strategies and social strategies. These are presented below.

Affective Strategies

These strategies deal with classroom practices that enhance learners' interest in and enjoyment of the lesson. In the current study, nine affective variables were given to the student teachers for them to show their use of such variables. Their responses are summarised in Table 1.

Table 1: EFL Student Teachers' Employment of Affective Motivational Strategies

s/n	Variable	Frequency					
		Hardly ever	Rarely done	Occasionally done	often	Very often	Not sure
1	Bring in and encourage humour and laughter frequently in your class	9(14.8%)	2(3.3%)	12(19.7%)	11(18%)	4(6%)	23(37.7%)
2	Monitor students' accomplishments, and take time to celebrate any success or victory.	12 (19.7%)	6(9.8%)	14 (23%)	14 (23%)	5(8.2%)	10(16.4%)
3	Introduce various interesting content and topics which students are likely to find interesting (e.g., about TV programmes, pop stars or travelling)	6 (9.8%)	6(9.8%)	17(27.9%)	16(26.2%)	9(14.8%)	7(11.5%)
4	Teach the students self-motivating strategies (e.g., self-encouragement) to keep them motivated when they encounter distractions.	4(6.6%)	9(14.8%)	21(34.4%)	10(16.4%)	8(13.1%)	9(14.8%)

	Variable	Frequency					
5	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	3(4.9%)	10(16.4%)	14(23%)	17(27.9%)	10(16.4%)	7(11.5%)
6	Use short and interesting opening activities to start each class (e.g., fun games).	6(9.8%)	14(23%)	10 (16.4%)	10(16.4%)	12 919.7%)	9 (14.8%)
7	Encourage learners to see that the main reason for most failures is that they did not make sufficient effort rather than their poor abilities.	8(13.1%)	11(18%)	12(19.7%)	19(31.1%)	8(13.1%)	3(4.9%)
8	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	5(8.2%)	13(21.3%)	15(24.6%)	18(29.5%)	5(8.2%)	5(8.2%)
9	Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	8(13.1%)	17(27.9%)	9(14.8%)	12(19.7%)	10 (16.4%)	5(8.2%)

Table 1 shows that all 61 participants responded to this set of variables. Generally, the majority employed strategies ranging from *occasional* to *often use*. The most frequently applied affective strategy was teaching learners' self-motivating strategies to keep them motivated, even when distracted; 34.4% and 16.4% of the participants used it *occasionally* and *often*, respectively. This was followed by introducing interesting topics to students in one's topic context, which had been *occasionally* and *often* employed by 27.9% and 26% of the respondents, respectively. As for asking teachers to think of classroom rules that they think would enhance their learners, 23% and 27% employed the strategy *occasionally* and *often*, respectively. Making the task attractive via incorporating fancy or novel elements was similarly popular with 24.6% and 29.5%, indicating their employing of the strategy *occasionally* and *often*, respectively.

However, the use of various visual and auditory aids to enrich communication channels was comparably not so popular since 27% and 13.1% *rarely used* and *hardly used* the strategy, respectively. The use of short and interesting opening activities to start each class was also less favoured since only 19.7% employed it *very often*; in contrast, 23% *rarely used* the strategy. Only 19.7% employed it *very often*, while 23% *rarely used* the strategy.

One variable, bringing in and encouraging humour and laughter in the class, was indicated as *not sure* by 37.7% of all respondents. The question remains as to whether the participants did not understand words such as humour or felt that bringing humour and laughter to the classroom would communicate a lack of seriousness or compromise strict class management in the traditional sense. However, humour encourages learners to feel at ease with content and their teacher, allowing them to use the language spontaneously.

Class Management Strategies

Class management refers to the process of ensuring that classroom lessons run smoothly without disruptive behaviour from the learners or the surrounding environment. In the current study, 19 classroom management strategies were put forward for the participants to indicate their extent of use in their teaching of English. Their responses are summarized in Table 2.

Table 2: EFL Student Teachers' Class Management Strategies

s/n	Variable	Frequency					
		Hardly ever	Rarely done	Occasionally done	often	Very often	Not sure
1	Explain the importance of the 'class rules' that you regarded as important and how these rules enhance learning and then ask for the students' agreement	7(11.5%)	7(11.5%)	12(19.7%)	11(18%)	13 (21%)	11(18%)
2	Regularly remind students that the successful mastery of English is beneficial to their future (e.g., getting a better job or pursuing further studies abroad).	7(11.5%)	8(13.1%)	19(31.1%)	15(24.6%)	6 (9.8%)	6(9.8%)
3	Make sure grades reflect not only the students' achievement but also the effort they have put into the task.	2(3.3%)	10(16.4%)	20(32.8%)	17(27.9%)	5(8.2%)	7(11.5%)
4	Show your enthusiasm for teaching English by being committed	4(6.6%)	6(9.8%)	19(31.1%)	10(16.4%)	13(21.3%)	9(14.8%)
5	Help the students develop realistic beliefs about their learning (e.g., explain to them realistically the amount of time needed for making real progress in English).	4 (6.6%)	14(23%)	14(23%)	11(18%)	13(21.3%)	1 (1.6%)
6	Involve students as much as possible in designing and running the language course (e.g., provide them with opportunities to select	7(11.5%)	8(13.1%)	16(26.2%)	13 (21.3%)	10 (16.4%)	7 (11.5)

	the textbooks, and make real choices about the activities and topics they are going to cover).						
7	Encourage student participation by assigning activities that require active involvement from each participant (e.g., group presentation or peer teaching).	9(14.8%)	9(14.8%)	19(31.1%)	10(16.4%)	5(8.2%)	9(14.8%)
8	Give good reasons to students as to why a particular activity is meaningful or important.	7(11.5%)	13(21.3%)	9(14.8%)	16(26.2%)	10(16.4%)	6(9.8%)
9	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	7(11.5%)	5(8.2%)	20 (32.8%)	13(21.3%)	6(9.8%)	10(16.4)
10	Allow students to create products that they can display or perform (e.g., a poster, an information brochure or a radio programme).	2(3.3%)	8(13.1%)	23(37.7%)	12(19.7%)	9(14.8%)	7(11.5%)
11	Give students choices in deciding how and when they will be assessed/evaluated.	3(4.9%)	13(21.3%)	19(31.1%)	15(24.6%)	5(8.2%)	6(9.8%)
12	Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	4(6.6%)	6(9.8%)	19(31.1%)	17(27.9%)	11(18%)	4(6.6%)
13	Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.	4(6.6%)	8(13.1%)	26(42.6%)	8(13.1%)	10(16.4%)	5(8.2%)

14	Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammatical mistakes.	3 (4.9%)	11 (18%)	14 (23%)	17 (27.9%)		6(9.8%)
15	Adopt the role of a 'facilitator' (i.e., Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).	10 (16.4%)	8(13.1%)	16(26.2%)	11(18%)	11(18%)	5(8.2%)
16	Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g., internet chat room or English speaking pen-friends).	2(3.3%)	14(23%)	18(29.5%)	9(14.8%)	15(24.6%)	3(4.9%)
17	Motivate your students by increasing the amount of English you use in class.	6(9.8%)	10(16.4%)	16(26.2%)	13(21.3%)	10(16.4%)	6(9.8%)
18	Encourage students to share personal experiences and thoughts as part of the learning tasks.	9(14.8%)	13(21.3%)	15(24.6%)	12(19.7%)	5(8.2%)	7(11.5%)
19	Show students that you recognise their effort and achievement.	8(13.1%)	16(26.2%)	13(21.3%)	17(27.3%)	3 (4.9%)	4(6.6%)

Table 2 shows that 9 out of the 19 strategies were occasionally used by over 30% of the respondents. The mostly occasionally used strategy was to display class goals on the wall and review them regularly (s/n 13), which was indicated by 42.6%. Besides, 37.7% of the respondents occasionally allowed their English language students to create products that they could display or perform (s/n 10). Similarly, 5 out of 15 strategies were often used by over 25% of the participants, more notably making sure grades reflect both students' achievement and effort to the task (s/n 3), creating a supportive and pleasant classroom environment (s/n 12), and emphasizing that communicating meaning is more important than correcting grammatical mistakes (s/n 14); all of which were employed by 27.9%.

However, over 20% of the respondents rarely employed three strategies: helping learners develop realistic beliefs about their learning (s/n 5, with 23%), giving good reasons to students as to why a particular activity is important (s/n 8, with 21.3%), and giving freedom to students about the time and mode of assessment (s/n 11, with 21.3%).

Cognitive Strategies
Cognitive strategies aid learners in the acquisition, retention and retrieval of language knowledge. The participants responded to 17 items, as shown in Table 3.

Table 3: EFL Student Teachers' Use of Cognitive Motivational Strategies

s/n	Variable	Frequency					
		Hardly ever	Rarely done	Occasionally done	often	Very often	Not sure
1	Give clear instructions about how to carry out a task by modelling every step that students will need to do.	6 (9.8%)	8 (13.1%)	19(31.1%)	11(18%)	9 (14.8%)	8(13.1%)
2	Encourage students to select specific, realistic and short-term learning goals for themselves (e.g., learning five words every day).	3 (4.9%)	10(16.4%)	20(32.8%)	14(23%)	9(14.8%)	5(8.2%)
3	Design tasks that are within the learners' ability so that they get to experience success regularly.	5(8.2%)	11 (18%)	12(19.7%)	16 (26.2%)	10(16.4%)	7 (11.5%)
4	Make tasks challenging by including some activities that require students to solve problems or discover something (e.g., puzzles).	2(3.3%)	9(14.8%)	16(26.2%)	18(29.5%)	7(11.5%)	9(14.8%)
5	Break the routine of the lessons by varying presentation format (e.g., a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).	3(4.9%)	8(13.1%)	12(19.7%)	19(31.1%)	10(16.4%)	9(14.8%)
6	Encourage learners to try harder by making it clear that you believe that they can do the tasks.	4(6.6%)	12(19.7%)	14(23%)	17(27.9%	10(16.4%)	4(6.6%)

7	Bring various authentic cultural products (e.g., magazines, newspapers or song lyrics) to class as supplementary materials	5(8.2%)	9(14.8%)	15(24.6%)	6(9.8%)	14(23%)	12(19.7%)
8	Notice students' contributions and progress, and provide them with positive feedback.	4 (6.6%)	11 (18%)	17(27.9%)	17 (27.9%)	3 (4.9%)	9 (14.8%)
9	Include activities that require students to work in groups towards the same goal (e.g., plan a drama performance) in order to promote cooperation.	7(11.5%)	11 (18%)	11(18%)	15(24.6%)	10(16.4%)	7(11.5%)
10	Teach students various learning techniques that will make their learning easier and more effective.	7(11.5%)	8 (13.1%)	19(31.1%)	10(16.4%)	8 (13.1%)	9(14.8%)
11	Avoid 'social comparison' amongst your students (i.e., comparing them to each other, for example when listing their grades in public).	6(9.8%)	12(19.7%)	17(27.9%)	11(18%)	6(9.8%)	9(14.8%)
12	Try to be yourself in front of students without putting on an artificial 'mask', and share with them your hobbies, likes and dislikes.	5(8.2%)	11(18%)	25(41%)	6(9.8%)	7(11.5%)	7(11.5%)
13	Give students opportunities to assess themselves (e.g., give themselves marks according to their overall performance).	6(9.8%)	11(18%)	19(31.1%)	15(24.6%)	7(11.5%)	3(4.9%)
14	Highlight the usefulness of English and encourage your students to use						

	their English outside the classroom (e.g., internet chat room or English-speaking pen pals)	2(3.3%)	14(23%)	18(29.5%)	9(14.8%)	15(24.6%)	3(4.9%)
15	Motivate the students by increasing the amount of English you use in class	6(9.8%)	10(16.4%)	16(26.2%)	13(21.3%)	10(16.4%)	6(9.8%)
16	Encourage the students to share personal experiences and thoughts as part of the learning tasks	9(14.8%)	13(21.3%)	15(24.6%)	12(19.7%)	5(8.2%)	7(11.5%)
17	Show students that their effort and achievement are being recognized by you	8(13.1%)	16(26.2%)	13(21.3%)	17(27.3%)	3(4.9%)	4(6.6%)

Table 3 shows that 7 out of 17 cognitive strategies were either occasionally or often used by over 25% of the study participants to motivate their English language learners. The most notable strategy is being one's true self while teaching the language (s/n 12), with 41% using it occasionally. Besides, others were relatively popular. These involved encouraging students to select specific, realistic short-term goals (s/n 2, with 32.8%), teaching various learning techniques that make learning easier and effective (s/n 10, with 31%) and giving opportunities to students to self-assess (s/n 13, with 31.1%). Bringing various authentic cultural products to the classroom (s/n 7) was also *occasionally* and *very often* done by 24.6% and 23% of the participants, respectively. In contrast, avoiding comparing students (s/n 11) was occasionally and often used by 27.9% and 18%, respectively.

Nonetheless, highlighting the usefulness of English and using it outside the classroom (s/n 14) was less popular as 23% rarely used it. Encouraging students to share personal experiences (s/n 16) was also rarely used by 21.3% of participants. Similarly, 26.2% of the respondents rarely recognised their students' effort and achievements (s/n 17).

Social Strategies

Social motivational strategies relate to addressing language learning needs related to interactions among learners, learners and their teacher(s), senior and junior colleagues, and other English language speech community members. In the current study, seven social motivational strategies were presented to the participants for them to indicate the extent to which they employed such strategies in their teaching of English. Their responses are summarised in Table 4.

Table 4: EFL Teachers' Use of Social Strategies to Motivate their Learners

S/n	Variable	Frequency					
		Hardly ever	Rarely done	Occasionally done	often	Very often	Not sure
1	Show students that you respect, accept and care about each of them	2(3.2%)	4 (6.5%)	9 (14.7%)	14 (23%)	6 (9.8%)	26 (2.6%)
2	Create opportunities so that students can mix and get to know each other better (e.g., group work, game-like competition)	4 (6.6%)	0 (0%)	13(21.3%)	12(19.7%)	10(16.4%)	22(36%)
3	Familiarize the learners with the cultural background of the English language	6 (9.8%)	9(14.7%)	8(13.1%)	8(13.1%)	11(18%)	19(31.1%)
4	Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences and successes.	7(11.5%)	1 (1.6%)	23(37.7%)	15(24.6%)	4(6.6%)	11 (18%)
5	Invite some English-speaking foreigners as guest speakers to the class.	5(8.2%)	10(16.4%)	17(27.9%)	14(23%)	9(14.8%)	6(9.8%)
6	Establish a good relationship with your students.	8(13.1%)	12(19.7%)	13(21.3%)	14(23%)	5(8.2%)	1(1.6%)
7	Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.	8(13.1%)	11(18%)	11(18%)	10(16.4%)	12(19.7%)	9(14.8%)

Table 4 shows that inviting enthusiastic senior students to talk about English learning (s/n 4) was the most preferred social motivational strategy, as 37.9% occasionally employed it, while an additional 24.6% often used it. Inviting English native speakers as guest speakers (s/n 5) and establishing a good relationship with one's students (s/n 6) were also relatively popular. Each was *occasionally* and *often* used by 21% and 28% of all study participants, respectively.

Interestingly, a significant number indicated their uncertainty about using the first three strategies. The first one, showing care and respect to students, was indicated by 42.6% of participants as *not sure* as contrasted with 22.9% and 14.7% who used it *often* and *occasionally*, respectively. Similarly, creating opportunities for learners to mingle (s/n 3) was indicated as *not sure* by 36% and 31.1%, respectively. Most likely, the uncertainly is linked (at least for s/n 1 and 2) to teachers' preference for teacher-dominance language teaching and handling of English like a content subject, requiring silence and formal acknowledgement of the teacher as the sole authority.

According to Malouff (2008), the best way to motivate our students to learn during a unit and to continue learning about the topic after the unit include (1) making content relevant to the students' values and goals, (2) helping them achieve their goals through learning, (3) providing potent models of learning, (4) prompting and persuading students to learn, (5) establishing positive relationships with students, (6) rewarding student achievement and learning efforts, (7) motivating students, (8) enhancing student learning self-efficacy, (9) using engaging teaching methods, (10) using an appealing teaching style, (11) giving motivational feedback, and (12) monitoring student motivation levels as well as adjusting motivation methods as needed.

Similarly, Omar et al. (2020) explored the degree of importance and implementation of motivational strategies among English language teachers and the extent to which they implemented the strategies that they perceived to be important. An online questionnaire was distributed to 49 teachers at 11 public universities in Malaysia, and ten teachers were interviewed. Findings indicated that the implementation of motivational strategies heavily depended on the teachers' perceived motivation in teaching. The highest-rated strategy was proper teacher behaviour, and the least preferred one

was to promote learner autonomy, indicating that teacher behaviour is an important element in ensuring effective language learning.

Similarly, Lee and Lin (2019) studied motivational strategies, adopting Dörnyei's (2001) 102 strategies. They employed 22 Cantonese Chinese-speaking teachers of EFL in Hong Kong. The study revealed that teachers "generally accorded with the framework, hence supporting the applicability of Dörnyei's framework to Hong Kong EFL classrooms" (Lee & Lin, 2019: p.465). Nonetheless, the researchers also stressed the importance of other factors that affect the implementation of these strategies in the classroom for future research.

Conclusion

Generally, most respondents employed strategies, ranging from *occasional* to *often use*. However, the majority were uncertain about the use of some strategies. The uncertainly is linked to teachers' preference for teacher-dominance language teaching. This also includes handling the English language like a content subject requiring silence and formal acknowledgement of the language teacher as the sole authority and bringing and encouraging humour and laughter in the classroom. The question remains whether the participants did not understand words such as humour or felt that bringing humour and laughter in the classroom would communicate a lack of seriousness or compromise strict class management in the traditional sense. In fact, humor encourages learners to feel at ease with content and their teacher and to use the language spontaneously. Despite all these, the quantitative analysis demonstrated that motivation in the classroom is perceived as an opportunity to enhance learning. Accordingly, many teacher respondents used all types of strategies in teaching their learners. The findings clarified that motivation is crucial in language learning. The findings also revealed that class management was mostly used when teachers display class goals on the wall and review them regularly.

References

Astuti, S. P. (2013). Teachers' and Students' Perceptions of Motivational Teaching Strategies in an Indonesian High School

Context. *TEFLIN Journal,* 24(1): 14–31. DOI: doi.org/10.15639/teflinjournal.v24i1/14-31

Carole, A. A. (1990). Motivation: What Teachers Need to Know? *Teachers College Record.* 91(3): 410–421.

Cheng, H. & Dörnyei, Z. (2007). The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan. *Innovation in Language Learning and Teaching,* 1(1): 153–74. DOI: doi.org/10.2167/illt048.0

Choosri, C. & Intharaksa, U. (2014). Relationship between Motivation and Students' English Learning Achievement: A Study of the Second-year Vocational Certificate Level Hatyai and Technical College Students. *Proceedings from Factors Affecting English Language Learning Teaching: The 3rd International Conference on Humanities and Social Sciences. Faculty of Liberal Arts, Songkla University.*

Dörnyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *Modern Language Journal, 78*(3): 273–284. DOI: doi.org/10.2307/330107

Dörnyei, Z. (1996). "Moving Language Learning Motivation to a Larger Platform for Theory and Practice." In R. Oxford (ed.) *Language Learning Motivation: The New Century.* Honolulu: University of Hawaii: 71–80.

Dörnyei & Ottò, I. (1998). Motivation in Action: A Process Model of L2 Motivation. *Working Papers in Applied Linguistics*, 4: 43–69.

Dörrnyei, Z. (2000). *Teaching and Researching Motivation.* Harlow: Longman.

Dörnyei, Z. (2001a). *Teaching and Researching Motivation.* Harlow: Longman.

Dörnyei, Z. (2001b). New Themes and Approaches in L2 Motivation Research. *Annual Review of Applied Linguistics*, 21: 43–59. DOI: doi.org/10.1017/S0267190501000034

Dörnyei, Z. (2001c): *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

Dörnyei, Z. & Csizér, K. (1998). Ten Commandments for Motivating Language Learners: Results of an Empirical Study. *Language Teaching Research*, 2(3): 203–229. DOI: 10.1191/136216898668159830

Eragamreddy, N. (2015). Motivating Learners to Learn: Libyan EFL Teachers' Strategies and a Perspective. *International Journal of English Language & Translation Studies*, 3(2): 42–54. DOI: 10.5281/zenodo.34367

Gardner, R. C. (1985). *Social Psychological Aspects of Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold. Guilloteaux, M. & Dörnyei, Z. (2008). Motivating Language

Learners: A Classroom-oriented Investigation of the Effects of Motivational Strategies on Student Motivation *TESOL Quarterly*, 42(1):55–77 DOI: 10.1002/j.1545-7249.2008.tb00207.x

He, Y. (2009). Motivational Strategies: Students' and Teachers' Perspectives. Unpublished MA Thesis, Kent State University.

Lee, T. S. O. & Lin, S.Y. (2019). English Teachers' Uses of Motivational Strategies beyond an Established Framework. *Educational Research*, 61(4): 451–468. DOI: doi.org/10.1080/00131881.2019.1677170

Li, P& Pan, G. (2009). The Relationship between Motivation and Achievement: A Survey of the Study Motivation of English Majors in Qingdao Agricultural University. *English Language Teaching*, 2(1): 123–128. DOI: 10.5539/elt.v2n1p123

Malouff, J. M., Rooke, S. E., Schutte, N. S., Foster, R. M. & Bhullar, N. (2008). *Methods of Motivational Teaching*. Melbourne: University of New England.

Margery, B. G. & Raymond, J. W. (2009). *Diversity and Motivation: Culturally Responsive Teaching in College*. San Francisco, CA: Jossey Bass.

Omar, S., Azim, N. A. F., Nawi, N. S. M. & Zaini, N. (2020). Motivational Strategies among English LanguageTeachers: An Examination in Higher Education Institutions in the

Malaysian Context. *Arab World English Journal*, 11(3): 170–183. DOI: doi.org/10.24093

Raymond, J. W. (1978). *Motivation and Teaching: A Practical Guide.* Washington, DC: National EducationalAssociation.

Scheideker, D. & Freeman, W. (1999). *Bringing out the Best in Students: How Legendary Teachers Motivate Kids.* Thousand Oaks, CA: Corwin Press.

Solak, E. & Bayar, A. (2014). The Factors Influencing the Motivational Strategy Use of Non-native English Teachers. *International Journal of Education and Research*, 2(2): 1–12. DOI: /DOI 274704480_

Sugita, M. & Takeuchi, O. (2010). What can Teacher do to motivate their Students? A Classroom Research on Motivational Strategy Use in Japanese EFL Context. *Innovation in Language Learning and Teaching*, 4(1): 21–35. DOI: 10.1080/17501220802450470

Wadho, S. (2016). Motivation to Learn English language: A Survey on Parents' & Teachers' Influence on L2 learners in Sindh, Pakistan. *Advances in Language and Literary Studies*, 7(4): 253–258. DOI: 10.7575/aiac.alls.v.7n.4p.253

Wlodkowski, R. J. (1984). *Enhancing Adult Motivation to Learn.* San Francisco, CA: Jossey Bass.