

Appendix

Descriptive statistics for the *frequency* of items used by 45 teachers.

No	Motivational Strategy	Mean	SD
1	Bring in and encourage humor	3.0	0.79
2	Show students you care about them	4.4	0.83
3	Allow students to get to know each other	4.1	1.04
4	Familiarize students with the cultural background of the target language	3.7	1.07
5	Explain the importance of the class rules	4.2	0.84
6	Give clear instructions by modeling	3.7	0.80
7	Invite senior students to share their English learning experiences	3.5	1.15
8	Monitor students' progress and celebrate their victory	4.9	0.76
9	Remind students of the benefits of mastering English	4.1	0.78
10	Encourage students to set learning goals	4.4	0.84
11	Design tasks that are within the students' ability	4.2	0.92
12	Introduce various interesting topics	3.6	0.92
13	Make tasks challenging	3.5	0.79
14	Teach self-motivating strategies	3.0	1.07
15	Make sure grades reflect students' effort and hard work	3.4	0.86
16	Let students suggest class rules	3.2	0.98
17	Show your enthusiasm for teaching	4.3	0.76
18	Break the routine by varying the presentation format	4.0	0.89
19	Invite-English speaking foreigners to class	1.2	1.04
20	Help students develop realistic beliefs about English learning	3.3	0.90
21	Use a short and interesting opening activity to start each class	3.3	0.76
22	Involve students in designing and running the English course	3.5	0.98
23	Establish good rapport with students	4.4	0.75
24	Encourage peer teaching and group presentation	4.2	0.63
25	Give good reasons to students as to why a particular task is meaningful	3.7	0.86
26	Find out students' needs and build them into curriculum	3.6	0.89
27	Encourage students to create products	3.5	0.88
28	Encourage students to try harder	4.5	0.59
29	Give students choices in deciding how and when they will be assessed	3.7	1.10
30	Create a supportive classroom climate that promotes risk-taking	3.7	0.87
31	Display the class goal in a wall chart and review it regularly	2.2	1.22
32	Introduce authentic cultural materials	3.0	0.80
33	Make clear to students that communicating meaning effectively is more important than being grammatically correct	3.8	1.05
34	Provide students with positive feedback	4.0	0.71
35	Ask students to work toward the same goal	3.7	0.94
36	Teach students learning techniques	3.7	0.82
37	Adopt the role of a 'facilitator'	3.8	0.97
38	Encourage students to use English outside the classroom	3.6	1.10
39	Increase the amount of English you use in the class	3.0	0.78
40	Share with students that you value English [learning] as a meaningful experience	3.7	0.59
41	Avoid social comparison	4.0	1.08
42	Promote effort attributions	4.3	0.71
43	Make tasks attractive by including novel and fantasy elements	3.3	0.81
44	Encourage students to share personal experiences and thoughts	3.5	0.83
45	Present various auditory and visual teaching aids	3.9	0.73
46	Recognize students' effort and achievement	4.0	0.89
47	Be yourself in front of students	4.3	0.82
48	Allow students to assess themselves	3.9	0.84

can help teachers and students to have a better chance of teaching and learning opportunities. The results of the present study have the potential to inform and make EFL teachers more aware of the variety of effective motivational practices which can aid and encourage students to achieve the intended learning and performance in the target language. What should not be neglected is that "while we must recognize that teachers have a responsibility to find ways of developing and sustaining students' motivated engagement in learning, and that often this is a major challenge, we must also recognize that there is a critical difference between 'motivating' students and 'developing their motivation' – that is, between creating unhealthy teacher-dependent forms of student motivation ... , and socializing and generating healthy forms of internally driven motivation" (Dörnyei and Ushioda, 2011: 136). Thus, according to Ushioda (2008) the teachers' responsibility does not end in employing motivational strategies in L2 classroom, it continues by finding ways to sustain that motivation and also promoting self-motivational strategies which will result in the growth of individual motivation.

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Table 2. Mean and SD of the ten most frequently used motivational strategies used by teachers

Item	Microstrategy	Mean	SD
8	Monitor students' progress and celebrate their victory	4.9	0.76
28	Encourage students to try harder	4.5	0.59
10	Encourage students to set learning goals	4.4	0.84
2	Show students you care about them	4.4	0.83
23	Establish good rapport with students	4.4	0.75
17	Show your enthusiasm for teaching	4.3	0.76
42	Promote effort attributions	4.3	0.71
47	Be yourself in front of students	4.3	0.82
24	Encourage peer teaching and group presentation	4.2	0.63
5	Explain the importance of the class rules	4.2	0.84
9	Remind students of the benefits of mastering English	4.1	0.78
18	Break the routine by varying the presentation format	4.0	0.89

As it is evident from the table, items 8, 28, 10, 2, and 23 received the highest frequencies which indicate that Iranian teachers employ these strategies most of the time in their classes. What is interesting is that items 23, 2, 47, and 17 received the highest means in Cheng and Dörnyei's (2007) study which reveals certain similarities with the results of the two studies.

Less frequent items rated by the participants were item 19 'Invite-English speaking foreigners to class' with the mean of 1.2, item 31 'Display the class goal in a wall chart and review it regularly' with the mean of 2.2, and item 39 'Increase the amount of English you use in the class' with the mean of 3.0.

Discussion

The aim of the present study was to determine which motivational strategies were frequently used by Iranian EFL teachers. The motivational strategy questionnaire designed by Cheng and Dörnyei (2007) was used to determine the extent to which teachers use L2 motivational strategies to promote their students' motivation and interests in learning the English language. The questionnaire data revealed that teachers mostly attended

to the affective needs of students by showing them that they cared about them by having good behavior in the classroom. In addition, by reminding learners that learning English is a meaningful activity and is beneficial for them they encouraged their students to try harder. The results of this study have shown some overlap with the results of Cheng and Dörnyei's

(2007) study, supporting their conclusion that "at least some motivational strategies are transferable across diverse cultural and ethno-linguistic contexts" (p. 171) in that 'proper teacher behavior', 'promoting learners' self-confidence', 'creating pleasant classroom climate' and 'presenting tasks properly' are among the macro-strategies that are universally endorsed by L2 teachers. Another finding was that some motivational strategies are culturally specific and depend on the learning and teaching context. 'Invite-English speaking foreigners to class', 'Display the class goal in a wall chart and review it regularly', and 'Increase the amount of English you use in the class' were not valued by the participants of this study, maybe because of the differences between the teaching and learning context in Iranian public schools and those of public school reported in the literature.

Implications for language teachers

As it was evident from the data the most endorsed and frequently used strategy was related to teachers' behavior with students and showing their care and attention to them. Caring and valuing what students bring into the classroom from their personal or out of classroom life

than 5 years experience of teaching and thirty of the teachers had more than 20 years of teaching experience. Most of the participants of the present study were full-time teachers teaching at public schools where the emphasis is on learning vocabulary, grammar, and reading and teaching is focused on preparing students for success in the University Entrance Exam. Students in this context are mostly motivated to learn English for meeting school requirements or for university admission. Table 1 summarizes the participants' years of experience and academic qualifications.

Table 1. Participants' teaching experience and qualifications

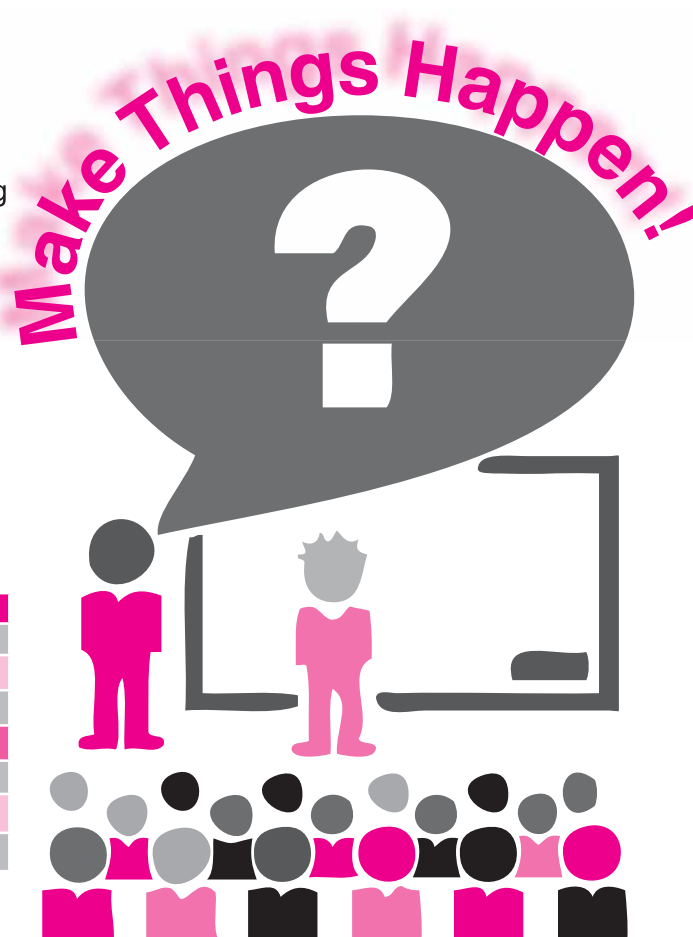
Years of experience	Number	Percentage
Less than 7 years	3	6%
6-10 years	25	50%
11-21 years	22	44%
Qualifications		
AA in ELT	5	10%
BA in ELT	37	74%
MA in ELT	8	16%

• Instruments

To gain an understanding of the motivational strategies used by EFL teachers in Iran, a modified version of the questionnaire used by Cheng and Dörnyei (2007) was administered to 50 EFL teachers. The researchers included a section which asked for participants' background data - including gender, years of teaching experience, and academic qualifications.

Data analysis

To find the frequency of the use of 48 motivational strategies employed by the participants, descriptive statistics (i.e., mean, and standard deviation) for each 48 items of the questionnaire were calculated. The participants' responses to



the questionnaire were based on a 5-point Likert-type scale.

Results

Appendix 1 summarizes the frequencies and percentages of the teachers' answers to the L2 motivational strategies questionnaire. The teachers rated the motivational strategies on a 5-point Likert-type scale according to how frequently they employed them in their teaching practice: 1= Never, 2= Rarely, 3= Often, 4= Very often, 5= Always. Descriptive statistics were calculated for each of the 48 items. According to the means of the items, the followings are microstrategies used always or very often by teachers.

Although large-scale studies in the area of motivation have confirmed the role of learners themselves (i.e. L2 self) in determining their motivation, empirical studies in this area revealed that the work of teachers should not be neglected. In their empirical study, Csizer and Kormos (2009) found that language learning experience rather than an ideal L2 self had a crucial impact on learners' motivation among Hungarian secondary school students. The researchers concluded that " it is largely the teachers' responsibility to motivate students" (p. 108). In this connection, Ushioda (2011) addresses the role of teachers in enhancing the learners' motivation by reminding teachers to engage with students as individuals who bring multiple identities to the learning context. As she contends, teachers should create learning opportunities for learners to 'speak as

themselves' in the classroom and that they should engage learners' transportable identities (Richards, 2006). According to Richards (2006) these transportable identities (e.g. football fan, art lover, film buff) result in much higher personal involvement in the classroom and allow students to feel engaged and motivated to communicate in the classroom context.

The present study is an attempt to gain an understanding of the motivational strategies which are employed by EFL teachers in their classroom practices.

Methodology

• Participants

The participants of the study were 50 EFL teachers having different academic qualifications (AA, BA, and MA) and teaching English at different proficiency levels (beginner, intermediate, and advanced). Twenty of them had more



motivated to learn; however, few of them have investigated how and to what extent L2 learners can be motivated in the classroom (Cowie and Sakui, 2011). The literature on L2 motivation shows that most of the research has focused on identifying various kinds of motivation and validating motivational theories than developing techniques to increase L2 learners motivation (Dörnyei and Ushioda, 2011). Research on L2 motivation by Dörnyei (1994, 1997, 1998, 2001) revealed a pressing need for a more pragmatic type of educational approach to L2 motivation studies by examining classroom reality and analyzing classroom specific motives. One of the studies that addressed the issue of how teachers motivate their students was conducted by Dörnyei and Csizer (1998). A large-scale empirical survey of motivational strategies in language classrooms resulted in ten commandments for motivating language learners: teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present tasks properly to the learners, develop a good relationship with students, increase students' linguistic self-confidence, make classes interesting, promote learner autonomy, personalize the learning process, increase learners' goals, and familiarize learners with the target culture. The researchers wanted to check which of these intuitive strategies (ten commandments) were considered as most useful by Hungarian EFL teachers. The strategies have been also linked to a three-part framework of motivation proposed by Dörnyei (1994) including: language level, learner level, and learning situation level. The frequency analysis revealed that the most underused strategies were: promoting the learners' goal-orientedness,

providing the students with feelings of challenge and success, and giving clear instructions.

Caring and valuing what students bring into the classroom from their personal or out of classroom life can help teachers and students to have a better chance of teaching and learning opportunities

Cheng and Dörnyei (2007) conducted a study on motivational strategies used by English language teachers in Taiwan. In their study, a sample of 387 Taiwanese English teachers rated 48 motivational strategies questionnaire according to the importance they attached to them and how frequently they were employed by teachers. The researchers also made a comparison between their study and Dörnyei and Csizer's (1998) study. The results indicated that the list of motivational macro-strategies that emerged in their study were similar to the list of strategies generated in Dörnyei and Csizer's (1998) study. Their findings showed that at least some of the motivational strategies used by EFL teachers are transferable across different cultural contexts.

In another study, Gilloteaux and Dörnyei (2008) investigated teacher motivational practices in South Korean schools. The researchers examined the link between teachers' motivational practices and students' behavior. The results indicated that the language teachers' motivational practices were directly linked to increased levels of learners' motivational learning behavior and their motivational state.

Introduction

Motivation is generally believed to be one of the most important determinants of achievement in second/ foreign language learning (Dörnyei, 1994). According to Dörnyei (2001, p. 7) "motivation explains *why* people decide to do something, *how hard* they are going to pursue it and *how long* they are willing to sustain the activity" (Dörnyei, 2001:7). Simply defined

"motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action" (Ushioda, 2008). According to Rubin (1975) motivation is among the three essential variables on which good language learning depends. While at first glance the word motivation seems to be a simple and straightforward concept, when it comes to the field of L2 learning it provokes considerable debate and disagreement leading researchers to promulgate a variety of theories and approaches. The complex nature of the concept has not allowed researchers to offer an adequate and comprehensive theory of motivation in relation to classroom events and human behavior (Dörnyei and Ushioda, 2011).

The rich history of over forty years of research in the field of L2 learning has given birth to sophisticated models of motivation. The study of L2 motivation has evolved through three distinct phases (Dörnyei, 2005): the social-psychological period (1959-1990) which is characterized by the work of Robert Gardner and his associates (e.g. Gardner and Lambert, 1972; Gardner, 1985), the cognitive-situated period (during the 1990s) which is characterized by work drawing on cognitive theories in educational psychology (e.g. Crookes and Schmidt, 1991; Williams and Burden, 1997), and

the process-oriented period (the turn of the century) which is characterized by an interest in motivational change (e.g. Dörnyei and Otto, 1998; Dörnyei and Csizer, 2002). More recently, the third phase- the process-oriented period- has emerged as a new phase which is called the socio-dynamic period of L2 motivation theory (e.g. Norton, 2002; Dörnyei, 2005, 2009; Ushioda, 2009). These models of L2 motivation have described and researched motivation from different perspectives which have led to dichotomies such as: integrative/instrumental or intrinsic/extrinsic. They have, also, broadened the theoretical framework of L2 motivation into self-efficacy, attribution, expectancy, or autonomy theories. In addition, these models have viewed motivation from temporal perspectives and in some cases investigated it as a self-regulatory process. Recent research has added a new dimension to L2 motivation theory. Norton (2000) questions the idea of considering language learners as having fixed identity who are characterized as instrumentally or integratively motivated, since, from her perspective motivation and identity are socially constructed and change over time and space.

Looking closely at the above mentioned studies on motivation one can conclude that most of them have attempted to find an answer to the question of why students are



Motivational Strategies Used by Iranian High School English Teachers

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چکیده

انگیزه از مهم‌ترین عوامل در یادگیری زبان است. «انگیزش در زبان دوم» سال‌هاست مورد تحقیق قرار گرفته و از رهگذر آن مدل‌های کمال‌یافته‌ای در این زمینه تولید شده است. با وجود این، در این مورد که معلم زبان انگلیسی تا چه اندازه می‌تواند بر افزایش کیفی و کمی انگیزش زبان دوم در کلاس تأثیر داشته باشد مطالعات اندکی صورت گرفته است. در مطالعه حاضر، پنجاه معلم زبان انگلیسی پرسش‌نامه‌ای حاوی ۴۸ سؤال را که توسط دورنیه و چنگ در سال ۲۰۰۷ طراحی شده بود کامل کردند. یافته‌های مطالعه نشان داد که معلمان زبان خارجی (انگلیسی) در ایران طرفدار استراتژی‌هایی هستند که بیشتر به رفتار مناسب معلمان در کلاس مربوط می‌شود. نتایج این تحقیق می‌تواند معلمان زبان انگلیسی را از تمرین‌های انگیزشی مؤثر و متنوعی که دانش‌آموزان را در دستیابی به عملکرد و یادگیری مورد نظر در زبان انگلیسی کمک می‌کنند آگاه سازند.

کلیدواژه‌ها: انگیزه، استراتژی‌های انگیزشی، معلمان زبان انگلیسی

Abstract

Motivation is regarded to be one of the crucial factors that leads to success in L2 learning. L2 motivation has been the focus of research for a considerable period of time and sophisticated models have been developed. However, relatively few studies have investigated how and to what extent L2 learners' motivation can be increased by EFL teachers in the classroom. In the present study 50 EFL teachers completed a 48-item questionnaire designed by Cheng and Dörnyei (2007). The findings revealed that EFL teachers in Iran favored strategies that are mostly related to teachers proper behavior in the classroom. The results of the present study have the potential to inform and make EFL teachers more aware of the variety of effective motivational practices which aid and encourage students to achieve the intended learning and performance in the target language.

Key Words : motivation, motivational strategies, EFL teachers