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Full Length Research Paper

Effect of motivational strategies training on Teacher's motivational teaching practice: A study on secondary schools in Nekemte town, Ethiopia

* **Bedada MZ**

Department of English Language and Literature, College of Social Science and Humanities, Wollega University, Nekemte, Ethiopia.

*Corresponding Author's Email: zmeku1995@gmail.com

Abstract

The main purpose of this study was to examine the effects of motivational strategies training on English language teacher's motivational teaching practice. To this effect, it first investigated teachers' and students' perceived importance of motivational strategies to use it as an input for the intervention. It utilized the process model of L2 motivation which takes into account various lines of research on motivation in the L2 field and in educational psychology. To achieve the purpose of the study, a quasi-experimental design specifically the pre-test post-test control group design was employed. 65 teachers and 177 students, from 9 secondary schools, participated by using convenience sampling and stratified purposeful sampling, respectively. In addition, two teachers from different secondary schools were selected by means of convenience sampling and randomly assigned to experimental and control groups. Training was provided for the experimental group teacher focusing on pre-selected motivational strategies. To collect data, two sets of questionnaires and classroom observation were utilized. The generated data were analyzed by a descriptive statistics such as mean and standard deviation. The findings demonstrated that there is a shared as well as a mismatch of perception between teacher and student participants on the importance of motivational strategies. This implies that teachers in the research setting need to develop a balanced view on the importance of motivational strategies. The findings also indicated that motivational strategies training induced a positive change on experimental group teacher's motivational teaching practice. This finding, therefore, reflects the reality that English language teachers' motivational teaching practice could be modified through focused intervention.

Keywords: L2 motivation, Motivational strategies, Motivational teaching practice.

INTRODUCTION

Motivation is one of the most prolific research areas in the field of second language acquisition (SLA). Nonetheless, whereas a lot of research discussions have centered upon the notion of motivation with in language learning, it has become apparent that there is no consensus on defining it. However, although concepts that imply motivation is replete, there is a general consensus on the important role that motivation plays in the success of foreign language learning. Motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process (Dörnyei and Csizer, 1998; Dörnyei, 2005). Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals of language learning (Dörnyei and Csizer, 1998; Dörnyei, 2005). Insufficient motivation on the part of students is, therefore, one of the most challenging problems in the process of foreign language learning. In this regard, the issue of motivation seems to be of particular pertinence to the Ethiopian foreign language teaching context where a plethora of research works show a general dissatisfaction in students' performance in English language at different level of the education system (Tamane, 2000; Negash, 2006; Eshetie, 2010; Fasika, 2014; Mebratu, 2015). Motivation is a crucial factor for students to exert effort and also persist in their efforts in the process of foreign language learning (Gardner, 1985; Ellis, 1994; Dörnyei and Otto, 1998). Accordingly, enhancing students' language learning motivation has a paramount importance. This evokes the question of both how to enhance students' motivation and whose responsibility is to promote students' motivation. Pertaining to the responsibility, it is widely accepted that motivating students and keeping them motivated during the tenure of their studies rests mainly with language teachers (Dörnyei, 2001, 2005; Ushioda, 2005). In support of this claim, McDonough (2007) explains that even though motivation is a property of the learner and remarkably complex, it is a transitive concept, so teachers can motivate their students. More specifically, Dörnyei (2001) confirms that there is no doubt that students' motivation can be consciously enhanced by teachers' use of motivational strategies. Therefore, it can be recognized that teachers have the power to enhance students' motivation using various motivational strategies. However, the problem is that the nature of L2 motivation researches conducted so far is not helpful for language teachers to use motivational strategies in the classroom. The studies have been more concerned for a long period of time about what motivation is than about how language teachers can enhance students' motivation in the classroom. In this regard, Dörnyei and Otto (1998) explain that the number of psychological researches devoted to analyzing how to motivate language learners has been rather meager relative to the number of researches conducted on what motivation is. Similarly, Cheng and Dörnyei (2007) indicated that most of the studies that investigated L2 motivation over the past 50 years were more concerned with analyzing various motives and validating motivational theories rather than finding practical ways to motivate language learners. Actually, previous L2 motivation studies should have focused on indicating insights and suggesting motivational strategies for language teachers to help them promote their students' motivation. The study of motivation has a much longer history across the broader disciplines of mainstream and educational psychology. However, L2 motivation research has evolved somewhat independently originating in a concern to address the unique social, psychological, behavioral, and cultural complexities that acquiring a new communication code entails (Ushioda and Dörnyei, 2012). Ushioda and Dörnyei further explain that over the years the field has evolved through successive phases reflecting increasing degrees of integration with developments in mainstream motivational psychology, while retaining a sharp focus on aspects of motivation unique to language learning. Accordingly, there has been theoretical evolution in L2 motivation approaches which resulted a historical changes in our

understanding of the construct of L2 motivation. Dornyei (2005) categorized the historical changes into three periods: the social psychological (1959-1990), the cognitive-situated (during the 1990s), and the process-oriented period (the past 15 years). The socio-psychological period focuses on the importance of attitudes and feelings of language learners towards the L2 communities and the L2 (Guerrero, 2015). From an educational point of view, this approach implies that unlike several other school subjects, a foreign language is not a socio-culturally neutral field but is affected by a range of socio-cultural factors such as language attitudes, cultural stereotypes, and even geopolitical considerations (Dornyei, 2005). This approach did not take in to account the different contexts of foreign language learning worldwide. For instance in Ethiopia the majority of students do not have access to English language speakers, so attitude to the community and cultural stereotypes are not the main motive or de-motives for learning English language. Unlike the socio-psychological period, the cognitive-situated period emphasizes mainly cognition (or mental processes) (Dornyei and Otto, 1998; Dornyei, 2005). This period was characterized by two interrelated trends: (a) the need to bring L2 motivation research in line with cognitive theories in mainstream motivational psychology, and (b) the desire to move from the broad macro perspective of ethno-linguistic communities and learners' general dispositions to L2 learning to a more situated analysis of motivation in specific learning settings (Ushioda and Dornyei, 2012). Accordingly in this period, a number of L2 motivation studies were conducted by adopting new cognitive variables from the different cognitive theories such as attribution, self-efficacy, self-worth, goal, self-determination etc (Dornyei, 2005). Although these cognitive theories have a sound theoretical base, in this period there was no one inclusive L2 motivation model which fully addresses the complexity of the classroom discourse (Dornyei and Otto, 1998). In this regard, Weiner (1984) cited in Dörnyei and Ottó (1998) explicates that any motivation theory based on a single concept, whether that concept is reinforcement, self-worth, optimal motivation, or something else, will be insufficient to deal with the complexity of classroom activities. On the other hand, the process-oriented period of L2 motivation is characterized by an increasing emphasis on viewing motivation not simply as a static product, but as a dynamic process (Dörnyei, 2005; Piggin, 2012). In asserting the importance of the process aspect of L2 motivation, Dornyei and Csizer (1998, p. 203) state that it "provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process". The metaphor of the driving force advocates L2 motivation as a continuum and not a static construct, and asserts the inclination of motivation to be an oscillating concept (Dornyei, 2005). Following the process-oriented approach of L2 motivation, Dörnyei and Otto's (1998) established the Process Model of L2 motivation for didactic contemplation. An important corollary of process model of L2 motivation is that different motivational systems advocated in the literature do not necessarily exclude each other, but can be valid at the same time if they affect different stages of the motivational process (Dörnyei and Ottó, 1998; Dornyei, 2005). The process model of L2 motivation, therefore, attempted to represent the intricacy of L2 learning motivation. Dornyei (2010, p.18) summarized the essence of process model of L2 motivation in one long sentence as follows; "*A process model of L2 motivation breaks down the overall motivational process into several discrete temporal segments organized along the progression that describes how initial wishes and desires are first transformed into goals and then into operationalized intentions, and how these intentions are enacted, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process*".

One of the aims of the process model of L2 motivation was to design motivational strategies for the purpose of classroom intervention in L2 education (Dörnyei and Ottó,1998). Based on this model, therefore, Dornyei (2001) established system of motivational strategies framework which has four phases. The first phase is

creating the basic motivational conditions, namely, laying the foundations of motivation through establishing a good teacher-student rapport and a pleasant and supportive classroom atmosphere. The second phase is generating initial motivation, i.e. developing positive attitudes toward the language course and language learning in general, and increasing the learners' expectancy of success. The third phase is about maintaining and protecting motivation through promoting situation-specific task motivation (e.g., by designing stimulating, enjoyable, and relevant tasks), by providing learners with experiences of success, by allowing them to maintain a positive social image and by promoting learner autonomy. The last phase is about encouraging positive retrospective self-evaluation through the promotion of adaptive attributions and the provision of effective and encouraging feedback, as well as by increasing learner satisfaction and by offering grades in a motivational manner. The four phases are built on each other so that students' motivation is created, generated, maintained and encouraged (Dörnyei, 2001). The current researcher, therefore, utilized the process model of L2 motivation and Dörnyei's (2001) system of motivational strategies framework to investigate the effects of motivational strategies training on teacher's motivational teaching practice. As it has been mentioned so far, studies on L2 motivation has a long history. Nevertheless, the recent emphasis on the importance of teacher's use of motivational strategies to promote students' motivation has led to a renewed interest. Consequently, a number of motivational strategies studies have been conducted worldwide. For instance, Dörnyei and Csizér (1998) conducted the most influential study on motivational strategies in which they analyzed Hungarian English teachers' rating of the perceived importance and frequency of use of 51 motivational strategies. Following Dörnyei and Csizér's study, numerous similar studies were conducted in different countries such as Xavier (2005) in Brazil; Cheng and Dörnyei (2007) in Taiwan; Alrabai (2011) in Saudi Arabia; Ruesch, Bown, and Dewey (2012) in the United States of America; Astuti (2013) in Indonesia and Fatuma (2014) in Ethiopia etc. The findings of the these studies commonly revealed that motivational strategies are culture dependent, and that there is no universal motivational strategy that can be applied to all foreign language teaching classrooms across all cultures. In fact, the contextual realities of different learning environments such as learning resources, teaching materials, and the culture of the society may affect teachers' and students' perception of motivational strategies and its actual implementation. The above mentioned studies relied on self-reports and almost exclusively deal with the perceived importance and perceived frequency of using motivational strategies. Nevertheless, whether motivational strategies are seen to be useful in language classes can only be established empirically (Gardner and Tremblay (1994). Despite this fact, empirical studies which have been conducted on the effects of motivational strategies to date are scarce (Dörnyei, 2005; Guilloteaux, 2007; Abdollahzadeh and Papi, 2012). In fact, in a response to the scarcity, few researchers (such as Moskovosky et al., 2013 and Alrabai, 2014) investigated the effects of 10 pre-selected motivational strategies that teachers implemented in an experimental group during an eight-week teaching program. The findings of the study indicated that implementing motivational strategies in Saudi (English as a foreign language) classrooms resulted in a significant positive change in students' motivation. Despite the revelation of these findings, the current researcher argues that in order to effectively implement motivational strategies, the teachers could have given training focusing on theoretical justification that underpin the practical implementation of the selected motivational strategies. In connection with this, Alderman (2004) explains that in order to effectively implement motivational strategies in the classroom, teachers need to have applicable knowledge (which describes what motivation concepts are relevant) and actionable knowledge (which involves how to implement motivational strategies in everyday practice). Use of motivational strategies training for language teachers is a very good

investment. This is because with motivation being a key factor in learning success, teacher skills in motivating learners should be seen as central to teaching effectiveness (Galloway et al., 1998 cited in Dörnyei, 2000). Nevertheless, Dörnyei (2005) indicated that the study of teacher behavior and motivational strategies used by them in the classroom and also how they can be both motivating and motivated simultaneously is an overlooked motivational area. Consequently, there is a paucity of knowledge in the literature of L2 motivation regarding whether or not teachers' motivational teaching practice could be improved by a focused intervention (Dörnyei, 2001; Guilloteaux, 2007; Guilloteaux and Dörnyei, 2008). Particularly, Guilloteaux (2007 p: 215) indicated that 'future research is needed to assess the "teachability" of motivational strategies in general, and to explore the specific ways by which this can be achieved in particular. Moreover, Dörnyei (2005) and Zeyneb (2016) revealed that how language teachers can use motivational strategies needs investigation to be able to offer pedagogical implications in different EFL contexts. However, to the best of the current researcher knowledge, there is no study which examined the effects of motivational strategies training on teachers' motivational teaching practice. Accordingly, the current study attempted to make an effort in this direction. On the other hand, despite the fact that ample researches have been conducted on motivation as crucial factor in language learning, it seems that motivation in general and use of motivational strategies in particular still has a limited place in L2 teacher education programs all over the world (Dörnyei, 2001; Zeyneb, 2016 and Mellik, 2017). Similarly, the Ethiopian teacher education programs are also not exceptional. Hence, Ethiopian teachers do not get the knowledge and skill of using motivational strategies in their pre-service training program. For instance, in Ethiopia, the manner in which students train to be teachers is changed in 2010 in which students will choose whether or not to take an additional year of study to train to be a teacher after they have completed undergraduate program. As far as the analysis of materials prepared for the student teachers by the ministry of education and the current researcher's experience as a teacher educator is concerned, the issue of motivational strategies is an overlooked issue. Therefore, how much the language teachers in Ethiopia are equipped with systematic use of motivational strategies is questionable. One of the main problems that have resulted in a lack of sufficient attention being given to the fundamental role that use of motivational strategies plays in Ethiopian foreign language teaching context is the dearth of studies on motivational strategies. To the current researcher's best knowledge, only few researchers explored language teachers' use of motivational strategies. In 2007, Jemal explored EFL instructors' use of motivational strategies in communicative English skills classes at Mekelle University. In the same year, Bayush (2007) explored motivational techniques employed by primary EFL teachers. Five years later, Akberet (2012) examined teachers' motivational techniques used in EFL classroom at Medhanealem preparatory school. In 2014, Fatuma investigated language teachers' and students' perceptions and beliefs of motivational teaching practices in preparatory EFL classes at Jimma preparatory school. These studies relied on teachers' and students' self-reports about how important they considered motivational strategies and how often the teachers used them in the classroom. So, the nature of the studies may not be adequate to practically help language teachers to implement motivational strategies in the classroom. Put differently, the scope of these studies did not involve intervention, and their findings, therefore, remain unrevealing with regard to how motivational strategies training affect teachers' motivational teaching practice. Accordingly, to the best of the current researcher knowledge, there is no study which examined the effects of motivational strategies training on teachers' motivational teaching practice in Ethiopian foreign language teaching context. The current researcher, therefore, triggered to conduct a study in which most important motivational strategies can be identified and the usefulness of motivational strategies

training in improving teachers' motivational teaching practice can be investigated. Furthermore, as it has been mentioned so far, the teachability of motivational strategies is an overlooked issue in the arena of foreign language motivation research (Dörnyei, 2001; Guilloteaux, 2007; Guilloteaux and Dörnyei, 2008). Consequently, this study spawned from the need to fill this gap in foreign language motivation research and literature. To this end, the following research questions are formulated to be answered in the process of this study.

1. What are the top 15 motivational strategies that teacher and student participants perceive as most important for enhancing students' motivation?
2. What is the effect of motivational strategies training on English language teacher's motivational teaching practice?

The purposes of this study were twofold. First, it investigated most important motivational strategies as perceived by teacher and student participants. Based on the findings, the top identified 15 motivational strategies that are perceived as most important to promote students' motivation were the focus of the intervention for the second purpose of the study. Only 15 motivational strategies were selected because a few well-chosen strategies that suit both teachers and their learners create an overall positive motivational climate in the classroom (Dörnyei, 2001). In this study, motivational strategies to stimulate L2 motivation, as Dörnyei (2001) explains, are techniques and consciously exerted influences that can bring about goal-related behavior and other systematic, long-term positive changes in L2 learning. The second purpose of the study was devoted to examining the effects of motivational strategies training on teacher's motivational teaching practice. To this effect, motivational strategies training focusing on theoretical and practical concepts of the selected strategies was provided to examine whether or not the intervention induces positive changes on teacher's motivational teaching practice. In this study, motivational teaching practice refers the appraisal of various aspects of the teacher's professional qualities that could influence students' language learning motivation (Guilloteaux, 2007).

METHODS AND MATERIALS

Research design

To achieve the purposes of the study both survey and experimental designs were employed, respectively. To investigate teachers' and students' perceived importance of motivational strategies, a cross-sectional survey design was employed. On the other hand, to examine the effects of motivational strategies training on teacher's motivational teaching practice, a quasi-experimental research design was employed. This is because it allows researchers to use intact classroom setting in which random assignments of participants to different conditions is not mandatory (Creswell, 2009). Among the different quasi-experimental designs, the researcher utilized the pre-test post-test control group design. This design was found to be the best fit because the issues to be investigated in this study require careful procedures to make causal claims.

Setting and participants

This study was conducted at Nekemte town, in East Wollega, Ethiopia. To investigate teachers' perceived importance of motivational strategies, 65 English language teachers from secondary schools (i.e., Biftu Nakemte, Darge, Dalo, Keso, Kiba Wacha, Gute, Diga and Sasiga) were selected by using convenience sampling. In this context, convenience sampling means the persons participating in the study were chosen because they were readily available for the study (Mertens, 2010; Creswell, 2012). In addition, to investigate students' perceived importance of motivational strategies, 177 student participants were selected using stratified purposeful sampling. Stratified purposeful sampling is a combination of sampling strategies such that

sub-groups are chosen based on specified criteria, and a sample of cases is then selected within those strata (Mertens, 2010). Accordingly, the aforementioned secondary schools were treated like a population on their own, and 25 students from each secondary school (stratum) were selected. On the other hand, to investigate the effect of motivational strategies on teacher's motivational teaching practice, two secondary schools English language teachers, one from Biftu Nekemte and the other from Darge, were selected by means of convenience sampling. In selecting the teacher participants, an attempt was made to match them along a range of variables, such as qualifications, experiences, gender, age, etc. The selected teachers were randomly assigned to the experimental and control group.

Research instruments

To investigate teachers' and students' perceived importance of motivational strategies, two sets of motivational strategies questionnaires were used. The questionnaire was adapted from Cheng and Dörnyei's (2007) study's questionnaire which has 48 motivational strategies. Hence, a modification was made on the design of the questionnaire to suit for the context of this study and some items were removed and some other items were added. Accordingly, an attempt was made to consult different motivation theories and L2 motivation studies to incorporate new motivational strategies that were tested and evaluated in different EFL learning contexts. The students' questionnaire is similar with the teachers' questionnaire except the minor modifications made to suit with the students' perspective. Otherwise, the same items were used in both questionnaires. Both teachers' and students' questionnaires contain 55 motivational strategies. To this end, teacher and student participants were asked to rate each motivational strategy in terms of how important they consider each strategy in enhancing students' motivation. The participants rated the strategies on a six-point Likert-Scale as follows: Strongly Disagree=1; Disagree=2; Slightly Disagree=3; Slightly Agree=4; Agree=5; Strongly Agree=6. Furthermore, to eliminate even the slightest risk that English language competence would be a barrier for some participants, the English language version of the questionnaire was translated into Afan Oromo, the participants' mother tongue. The reliability of the teachers' and students' questionnaire was tested by means of Cronbach's Alpha coefficient, and it was found 0.98 and 0.94, respectively. On the other hand, teacher's lesson observation checklist was used to assess the teacher's motivational teaching practice which refers to the appraisal of various aspects of the teacher's professional qualities that could influence students' motivation (Guilloteaux, 2007). The quality of the teacher's various aspects of motivational teaching practice is emphasized because the motivational techniques and qualities a teacher was observed to display in the classroom would offer a representative index of the overall motivational awareness and skills the teacher tended to use when teaching a certain group. The observation scale consists of twelve 6-point semantic differential items. All the 12 items were related to one underlying construct, the teacher's personal qualities as a language teacher in enhancing students' language learning motivation. The twelve bipolar adjectives in the checklist focused on various motivation-specific features of the teacher's instructional behavior such as instructional clarity, enthusiasm, ability to stay focused, effort to increase students' expectancy of success, creativity, creating a pleasant classroom atmosphere, rendering autonomy, effort to arouse curiosity, effort to promote cooperation, and providing motivating feedback. Most of the features of the scale were adopted from Guilloteaux (2007); Abdollahzadeh and Papi (2012). Furthermore, to provide an evaluation of the teacher's motivational teaching practice, classroom observation was conducted three times before and after the intervention both from the experimental and control group teachers. Furthermore, during the observation an attempt was made to recognize and mark each description of the 12 items.

The experimental treatment

In this study, teacher's motivational strategies training was an integral component of the research design. Consequently, the top identified 15 motivational strategies in line with their theoretical justifications that underpin their practical implementation of the selected motivational strategies were the focus of the training. The training was given only for the experimental group English language teacher. Following are the overall description of the training such as the contents, procedures, and mode of delivery is explained succinctly. Pertaining to the contents, the training material specifically addressed points such as conceptualization of motivation and the views of some motivation theories with their implication in education. It also incorporated Dornyei's (2001) system of motivational strategies framework, but focusing on the pre-selected 15 motivational strategies. The training also included specific techniques that assist the practical implementation of each motivational strategy. The preparation of the training material employed an activity based approach. The researcher gave the training in the second semester of 2010 E.C. The training was commenced within a week interval from the administration of the pre-intervention data collection. It was covered in two days. During the training, a participatory approach was followed, and the copy of the material was given for the participant. In order to ensure the effectiveness of the training, both English and the participant's mother tongue were used interchangeably during the training. Furthermore, to assist the teacher effectively implement the motivational strategies, an implementation guide was constructed by extracting from the training material. The guide incorporated the 15 identified motivational strategies and various techniques which assist the implementation of the identified strategies. Thus, one of the second day's session objectives of the training was about how to use of the implementation guide. The teacher was asked to refer to the implementation guide every time he teaches his students and to reflect on his use of the motivational strategies in each single lesson. To this effect, in line with the implementation guide, the teacher was also given motivational strategies use checklist. The teacher implemented the selected motivational strategies for the period of 8 weeks.

RESULTS AND DISCUSSIONS

In this study, an attempt was first made to identify 15 most important motivational strategies in facilitating students' English language learning motivation as perceived by teacher and student participants. The identified motivational strategies were used as an input to construct motivational strategies training material. Secondly, the study sought to examine the effects of motivational strategies training on teacher' motivational teaching practice. In this section, therefore, the results, analysis and discussions have been presented in a succinct manner.

Important motivational strategies as perceived by teacher and student participants

To identify the rank order of motivational strategies, a descriptive statistics i.e., 'mean' and 'standard deviation' were computed. Accordingly, the top 10 identified strategies by teachers and students were brought together, and they were compared and contrasted and finally 15 most important motivational strategies were identified. To this end, Table 1 below revealed that the comparison and contrast between teachers' and students' findings demonstrated that there is a shared as well as a mismatch of perception on the importance of the 15 motivational strategies. Pertaining to the shared perception which is an encouraging finding, Table 1 indicates that four motivational strategies were commonly selected by teacher and student participants. These include: *'encourage students to set learning goals'*, *'encourage students to ask and answer questions'*, *'reduce students' language anxiety when they are speaking in English'* and *' give good reasons to students as to why a particular task is meaningful'*. On the other hand, the findings indicated that there was a mismatch of perception between

teacher and student participants on eleven motivational strategies. The finding, therefore, reflects that motivational strategies that are perceived most important for teachers may not conform for students vice versa.

Table 1: Most important motivational strategies as perceived by teacher and student participants

No	Motivational strategies identified by teachers	Mean	SD
1	Establish good rapport (relationship) with students	5.21	1.11
2	Encourage students to set learning goals	5.11	1.34
3	Recognize students' effort and achievement	5.08	1.20
4	Encourage students to ask and answer questions.	5.06	1.30
5	Reduce students' language anxiety when they are speaking in English	5.05	1.35
6	Use a short and interesting opening activity to start each class	5.03	1.24
7	Encourage students to use English outside the classroom	5.03	1.34
8	Provide students with positive feedback	4.98	1.35
9	Give good reasons to students as to why a particular task is meaningful	4.97	1.27
10	Give students choices in deciding how and when they will be assessed	4.88	1.23
No	Motivational strategies identified by students	Mean	SD
1	Provide face to face feedback to students about their progress	4.60	1.50
2	Encourage students to set learning goals	4.56	1.52
3	Give clear instructions by modelling	4.56	1.37
4	Bring in and encourage humour	4.54	1.46
5	Encourage students to ask and answer questions.	4.53	1.35
6	Make sure grades (marks) reflect students' effort and hard work	4.51	1.41
7	Reduce SS' language anxiety when they are speaking in English	4.47	1.41
8	Give good reasons to students as to why a particular task is meaningful	4.47	1.45
9	Remind students of the benefits of mastering English	4.41	1.61
10	Show students how individual activity help them to attain their goal	4.37	1.39

As Table 1 above shows the strategy, '*Establish good rapport (relationship) with students*' was selected by only the teacher participants. Regarding this strategy, Dornyei (2001) explicated that language teachers who share warm personal interactions with their students, who respond to students concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners are more likely to inspire them in academic matters than those who have no personal ties with the learners. Nevertheless, Dornyei (2001) reminds that teacher relationship with students depends on the cultural context of the country, in general, and the specific area, in particular. The other strategy, '*Encourage students to set learning goals*' was selected by both teacher and student participants. In connection with this strategy, Alderman (2004) explains that goal setting influences learning and motivation by providing a target and information about how well one is doing. Similarly, Oxford and Sherian (1994) emphasized the importance of goal-setting in learning L2 by explaining that goal setting can have exceptional importance in stimulating a foreign language learning motivation. Furthermore, Brophy (2004) cited in Alshehri (2013) suggests that goal setting can be used in the educational setting as a powerful motivational strategy. In addition, the strategy '*recognize students' effort and*

achievement' was identified by only teacher participants. In connection with this strategy, Oxford and Sherian (1994) propose that language learners will feel continuously motivated if the effort they are exerting on tasks is viewed as leading to significant outcomes. They added that if language learners do not believe that their performance leads somewhere that is ultimately valuable, their motivation will be lowered. The other identified strategy by teacher and student participants is *'Encourage students to ask and answer questions'*. Pertaining to this strategy, Alderman (2004) explains that establishing a classroom climate where students are encouraged to ask and answer questions is a crucial strategy to promote students' motivation. Similarly, the other strategy selected by both teacher and student participants were *'reduce students' language anxiety when they are speaking in English'*. Pertaining to this strategy, Dornyei (1996) argues that learners who are less anxious, have better previous experiences with using the second language, evaluate their own proficiency more highly, and consider the learning tasks less difficult. This implies that reducing students' language anxiety when they are speaking in English is a crucial strategy to promote students' language learning motivation. In addition, the strategies, *'use a short opening activity to start each class'*, and *'encourage students to use English outside the classroom'* were selected by only teacher participants. According to Dornyei's (2001) system of motivational strategies framework, these strategies are helpful in creating a pleasant classroom climate in language learning. Furthermore, the strategies *'Provide students with positive feedback'* and *'provide face to face feedback to students about their progress'* were identified by teacher and student participants, respectively. According to Ur (1996); Harmer (2001); and Good and Brophy (2003), to have a motivational impact the feedback provided by teachers should indicate the particular area of strength, or achievement, or progress of the learner and be given promptly. Similarly, the strategy *'Give good reasons to students as to why a particular task is meaningful'* was also identified by teacher and student participants. With regard to this strategy, Anderman and Anderman (2010) explain that the way teachers' present tasks can be either motivating or demotivating depending on teachers' administration of the tasks. This includes clarifying the aim of the task, arousing learners' anticipation toward the task, and offering suitable strategies for doing the task. In addition, Alderman (2004) indicates that motivation for instruction demands teachers not only to bring the task to the students, but also to bring students to the task. This means, specific task characteristics will attract student attention and interest. Therefore, providing good reasons to students as to why a particular task is meaningful is one of the pertinent motivational strategies that make language learning stimulating and enjoyable. The other identified strategy by only teacher participants was *'give students choices in deciding how and when they will be assessed'*. Giving students choices in deciding how and when they will be assessed is one of the strategies to promote learner autonomy (Dornyei, 2001). Regarding autonomy, Deci and Ryan's (1985) highlighted the fact that an autonomy-supporting environment leads to increased intrinsic motivation. Similarly, Ushioda (1996) explains that autonomous foreign language learners are by definition motivated learners. On the other hand, the strategy *'Give clear instructions by modeling'* was identified by only student participants. When giving task instructions, Dornyei (2001) explains that demonstrating the task and illustrating some of the strategies that might be particularly effective during task completion is important as it can effectively sort out any confusion or lingering doubts. He added that the best way to demonstrate the necessary strategies and skills is to model them. Another top selected strategy by student respondents was *'Bring in and encourage humor'*. According to Dornyei (2001), a further tool to improve the classroom atmosphere is the use of humor. Accordingly, Dörnyei and Csizér (1998) wrote that foreign language teachers should bring in humor, laughter and smiles, do fun things in class, and have game-like competitions. Furthermore, Alrabai (2010) reported that making learning

tasks more attractive by adding new and humorous elements have been found to be important strategies for making learning stimulating and enjoyable. However, Dörnyei (2001) explained that the main point about having humor in the classroom is not so much about continuously cracking jokes but rather having a relaxed attitude about how seriously we take ourselves. Another top identified strategy by student participants was *'Make sure grades (marks) reflect students' effort and hard work'*. In connection with this strategy, Dörnyei (2001) reminds that offering marks or grades in a motivating manner can help students' positive self evaluation of foreign language learning. A further strategy which was selected by student participants was *'Remind students of the benefits of mastering English'*. According to Dörnyei (2001), the most far-reaching consequences in motivating L2 learners can be achieved by promoting positive language-related values and attitudes. Dörnyei distinguishes three relatively separate value dimensions in learning a foreign language: intrinsic, integrative and instrumental value. This strategy, therefore, relates with the instrumental value which focuses the pragmatic benefits that the mastery of the target language might bring about. With regard to this, Ellis (1998) stated that learners with an instrumental reason for learning L2 can be successful. To this effect, discussions about the life application value of knowing the target language is a crucial strategy to create associations between target language proficiency and desirable outcomes (Dörnyei, 2001). The other top selected strategy by student respondents in promoting students' motivation was *'Show students how individual activity helps them to attain their goal'*. Showing students how individual activity helps them to attain their goal is an important strategy because it directs students' attention and effort towards goal-relevant activities (Dörnyei, 2001). Consequently, it affects students' performance of doing activities.

Effects of motivational strategies training on teacher's motivational teaching practice

The second research question of this study was devoted to examining how the motivational strategies training given for the experimental group teacher affected his motivational teaching practice. To analyze data, descriptive statistics such as mean and standard deviation were computed on T1 (pre-intervention) and T2 (post-intervention) data. Descriptive statistics were employed because the researcher believes that employing inferential statistics on a small sample size is misleading. In addition, a qualitative analysis was also supplemented on each of the twelve items. The process of data analysis was performed in two ways. The first one was checking the overall motivational teaching practice differences between the two groups' teachers. To this effect, all the 12 items mean values were summed up and divided by the number of items to obtain the target variable's overall mean. This was done because the observation scale items were all related to one underlying construct- Motivational Teaching Practice. The assumption was that the motivational strategies a teacher was observed to use in his classroom would offer a representative index of the overall motivational awareness and skills he tended to use when teaching that particular group. The second way was checking the changes on each 12 items which are presumed to indicate the various aspects of language teachers' motivational teaching practice. The pre-intervention column of Table 2 below, therefore, shows that the overall motivational teaching practice of the experimental group [M=3.06; SD=0.33] and the control group [M=3.50; SD=0.42]. This result indicates a subtle mean value difference in favor of the control group. Nevertheless, the result generally reflects that there was almost the same profile of motivational teaching practice between the experimental and control group teachers. On the other hand, the post-intervention classroom observation was conducted to check whether or not the motivational strategies training provided for the experimental group teacher has brought change on his motivational teaching practice. To this end, despite the pre-intervention result, the post-intervention column of Table 2 reveals that the experimental group [M=4.61; SD=0.29] and the

control group [M=3.53; SD=0.38]. The mean value difference in favor of the experimental group teacher reflected the improvement of the experimental group teacher's motivational teaching practice. The improvement could be attributed to the motivational strategies training given for the teacher. The findings, therefore, imply that English language teachers' motivational teaching practice could be improved by a focused intervention on use of motivational strategies.

Table 2: Pre-and post-intervention Teacher's motivational teaching practice observation result

No	Semantic deferential items	Pre-Intervention data				Post-Intervention data			
		Exp. (Mean)	SD	Cont. (Mean)	SD	Exp. (Mean)	SD	Cont. (Mean)	SD
1	Focused/Task-oriented vs. Unfocused/wastes time	3.67	.57	4.00	.00	5.00	.00	4.33	.58
2	Increases students' expectancy of success vs. Increases students' expectancy of failure	3.0	.00	3.67	.58	4.33	.58	3.33	.58
3	Clear instructions vs. Confusing instructions	3.67	.58	3.33	.58	5.00	.00	4.33	.58
4	Humorous/light-hearted style vs. Dry style	2.67	.58	3.00	.00	3.33	.57	3.00	.00
5	Creative/Takes risks vs. Uncreative/Does not take risks	3.33	.58	3.67	.58	5.00	.00	3.00	.00
6	Kind, caring, creates a pleasant atmosphere vs. Unkind, uncaring, creates an unpleasant atmosphere	3.67	.58	3.00	.00	5.33	.58	3.67	.58
7	Autonomy-supporting vs. Controlling	2.33	.58	3.67	.58	4.66	.58	3.33	.57
8	Arousing curiosity vs. Not arousing curiosity	2.00	.00	3.67	.58	4.33	.58	3.33	.57
9	Promoting cooperation vs. Not promoting cooperation	2.00	.00	3.00	1.00	4.33	.58	2.67	.58
10	Motivating feedback vs. Demotivating feedback	3.00	.00	3.33	.58	5.00	.00	3.33	.58
11	Encouraging vs. Not encouraging	4.00	.00	3.67	.58	5.00	.00	4.00	.00
12	Radiates enthusiasm vs. Unenthusiastic	3.33	.58	4.00	.00	4.00	.00	4.00	.00
Total		3.06	.33	3.50	.42	4.61	0.29	3.53	0.38

As it has been mentioned, the second way of checking the changes was a separate analysis of the 12 items. Accordingly, in analyzing the items, first an attempt was made to compare the pre-intervention data to check pre-existing differences between the experimental and the control group teachers. Following this, to check whether or not the anticipated changes occurred, a comparison and contrast were made on post-intervention data of each item. In the latter case, a qualitative description pertaining to each item, as marked during the observation, was also supplemented. To begin with, the 1st item is '*Focused/Task-oriented vs. Unfocused/wastes time*'. Thus, the pre-intervention data (here after T1 data) illustrates that the experimental group [M=3.67; SD=0.57] and the control group [M=4.00; SD=0.58] suggesting nearly an equal performance. On the other hand, the post-intervention data (here after T2 data) indicates that the experimental group [M=5.00; SD=0.00] and the control group [M=4.33; SD=0.58] demonstrating an improvement in favor of the experimental group. In addition, the observations data indicates that both group teachers' classroom actions

were purposeful, and they effectively used time. However, unlike the experimental group teacher, the control group teacher failed to use motivational strategies which prevent students to distract him away from the lesson. The finding, therefore, imply that the training has brought a change on managing students' to focus only classroom tasks. The 2nd item is '*Increases students' expectancy of success vs. Increases students' expectancy of failure*'. T1 data, therefore, indicates that the experimental group [M=3.0; SD=0.00] and the control group [M=3.67; SD=0.58] showing a difference in favor of the control group. Nevertheless, T2 data indicates that the experimental group [M=4.33; SD=0.58] and the control group [M=3.33; SD=0.58] demonstrating an improvement on the experimental group teacher. In addition, the observations data indicated that both group teachers attempted to scaffold tasks and activities. However, unlike the control group teacher, the experimental group teacher was providing adequate support to make students feel confident using different motivational strategies. The finding, therefore, reflects that the intervention has brought an improvement on the aspect of increasing students' expectancy of success on the experimental group teacher. In connection with this item, Dornyei (2001) indicated that it has been shown by a convincing amount of research that it is not enough to be merely committed to the students' academic progress; teachers also need to have sufficiently high expectations for what the students can achieve. Similarly, Burden (2000) cited in Alarbai (2010) has also asserted that students' motivation to learn is greatly influenced by their teachers' expectations for students' learning. The 3rd item is '*Clear instructions vs. Confusing instructions*'. T1 data, therefore, illustrates that the experimental group [M=3.67; SD=0.58] and the control group [M=3.33; SD=0.58] indicating a subtle difference in favor of the experimental group teacher. Similarly, T2 data indicates a difference in favor of the experimental group [M=5.00; SD=0.00] and the control group [M=4.33; SD=0.58]. In addition, the observations data illustrate that both teachers provided clear instructions. Nevertheless, the experimental group teacher was also providing clear and timely explanations. This implies that the intervention has affected the experimental group teacher on providing clear and timely instructions and explanations. In emphasizing the importance of clear instruction, Anderman and Anderman (2010) explicate that the way teachers present tasks can be either motivating or demotivating depending on teachers' administration of the tasks. The 4th item is '*Humorous/light-hearted style vs. Dry style*'. Thus, T1 data shows that the experimental group [M=2.67; SD=0.58] and the control group [M=3.00; SD=0.00] suggesting a subtle difference in favor of the control group. On similar issue, T2 indicates that the experimental group [M=3.33; SD=0.00] and the control group [M=3.00; SD=0.00] demonstrating almost no difference. The observations data also shows that although both group teachers did not take all situations seriously, they did not use humor to lighten up the proceedings. With regard to this item, Dörnyei and Csizér (1998) wrote that to motivate students teachers should bring in humor, laughter and smiles, do fun things in class, and have game-like competitions. The finding, however, reflects that the intervention did not bring the anticipated change on the experimental teacher pertaining to using humor to promote students' motivation. The 5th item is '*Creative/Takes risks vs. Uncreative/Does not take risks*'. T1 data, therefore, illustrates that the experimental group [M=3.33; SD=0.58] and the control group [M=3.67; SD=0.58] indicating a subtle difference in favor of the control group teacher. In spite of this result, T2 data indicates that the experimental group [M=5.00; SD=0.58] and the control group [M=3.00; SD=0.00] demonstrating an improvement in favor of the experimental group. On top of this, the observations data indicates that unlike the control group teacher and the experimental group teacher was employing different classroom participation structures creatively. Accordingly, the finding implies that the intervention has improved the experimental group teacher's level of creativity and risk-taking. The other and the 6th item is '*Kind, caring, creates a pleasant atmosphere Vs. Unkind, uncaring,*

creates an unpleasant atmosphere'. Pertaining to this issue, T1 data indicates that the experimental group [M=3.67; SD=0.58] and the control group [M=3.00; SD=0.00] which reflects a subtle difference in favor of the experimental group teacher. On similar issue, T2 shows that the experimental group [M=5.33; SD=0.58] and the control group [M=3.67; SD=0.58]. This data demonstrates a great improvement of the experimental group when compared with the control group. Furthermore, the observations data demonstrates that both group teachers treated students with kindness, warmth and respect. However, better than the control group teacher, the experimental group teacher was attempting to create a pleasant classroom climate. He also strived to make students feel comfortable and relaxed. The finding, therefore, indicates improvement of the experimental group teacher on the above specified issues that could be attributed to the provided training. The 7th item deals with the concept of *'Autonomy-supporting vs. Controlling'*. To this end, T1 data shows that the experimental group [M=2.33; SD=0.58] and the control group [M=3.67; SD=0.58] which suggests a difference in favor of the control group. Considering the same issue, T2 data indicates that the experimental group [M=4.66; SD=0.58] and the control group [M=3.33; SD=0.58] demonstrating an improvement in favor of the experimental group. In addition, the observations data demonstrate that both teachers did not give students many tasks to choose from, and they did not let students choose the way(s) they prefer performing specific activities. However, better than the control group teacher, the experimental group teacher was allowing students to ask questions, express their ideas and thoughts. More importantly, the experimental group teacher was involving students into discussions. The finding, therefore, indicates improvement of the experimental group teacher on the issue autonomy-supportive teaching which could be attributed to the provided training. Pertaining to student's autonomy, Ushioda (1996) provide evidence that L2 motivation and learner autonomy go hand in hand, that is, enhanced motivation is conditional on learners taking responsibility for their own learning. The 8th item is *'Arousing curiosity vs. not arousing curiosity'*. T1 data, therefore, shows that the experimental group [M=2.00; SD=0.00] and the control group [M=3.67; SD=0.58] implying a difference in favor of the control group. Nevertheless, T2 indicates that the experimental group [M=4.33; SD=0.58] and the control group [M=3.33; SD=0.58] demonstrating an improvement in favor of the experimental group. In fact, the observation data shows that both teachers did not involve students in a game-like activity relating to the topic, and did not add new, unexpected, and unfamiliar elements to the learning activities. Nevertheless, the experimental group teacher was asking students to give predictions about what they will learn before starting the lesson. In addition, he was also involving students in stimulating learning discussions. This findings, therefore, reflects improvement of the experimental group teacher on the aspect of arousing curiosity because of the training provided. The 9th item is about *'Promoting cooperation vs. not promoting cooperation'*. To this end, T1 data shows that the experimental group [M=2.00; SD=0.00] and the control group [M=3.00; SD=1.00] implying a subtle difference in favor of the control group. Considering similar issues, T2 data indicates that the experimental group [M=4.33; SD=0.58] and the control group [M=2.67; SD=0.58] reflecting an improvement in favor of the experimental group. In fact, the observations data indicated that both teachers did not allow students to sit together after individual activity and compare their answers. Nevertheless, the experimental teacher allowed students to sit and work together on an assigned activity in pairs or groups and he also allowed students to discuss and negotiate their answers together. This finding, thus, reflects that the experimental intervention brought a change on aspects of promoting cooperation. On the other hand, item 10 is concerned with *'Motivating feedback vs. Demotivating feedback'*. Pertaining to this issue, T1 data indicates that the experimental group [M=3.00; SD=0.00] and the control group [M=3.33; SD=0.58] which suggests nearly an equal performance. On similar issues, T2 data

shows that the experimental group [M=5.00; SD=0.00] and the control group [M=3.33; SD=0.00] demonstrating an improvement in favor of the experimental group. In addition, the observations data indicates that both group teachers did not criticize students when giving feedback on their work. Pertaining to this issue, Ur (1996); Harmer (2001) and Good and Brophy (2003) explicate that to have a motivational impact the feedback should indicate the particular area of strength, or achievement, or progress of the learner and be given promptly. In line with this idea, unlike the control group teacher, the experimental group teacher was giving positive information feedback focusing on the students' strength. This finding, therefore, reflects use of motivational strategies training brought about changes on the aspect of providing positive information feedback. Furthermore, item 11 deals with the issue of '*Encouraging vs. Not encouraging*' regarding this issue, T1 data illustrates that the experimental group [M=4.00; SD=0.00] and the control group [M=3.67; SD=0.58] which suggests nearly an equal performance. On similar issue, T2 data indicates that the experimental group [M=5.00; SD=0.00] and the control group [M=4.00; SD=0.00]. In addition, the observations data demonstrates that both the control and the experimental group teachers were encouraging students verbally and non-verbally, though the extent of experimental group exceeds. The last one i.e., item 12 concerned with the issue '*Radiates enthusiasm Vs. Unenthusiastic*'. Concerning this issue, T1 data shows that the experimental group [M=3.33; SD=0.58] and the control group [M=4.00; SD=0.00] suggesting almost an equal performance. On the same issue, T2 data indicates that the experimental group [M=4.00; SD=0.00] and the control group [M=4.00; SD=0.00] demonstrating an equal performance. The observations data also shows that both the experimental and the control group teachers appear to enjoy teaching. The finding, therefore, reflect that the intervention did not bring a difference between the experimental group and the control group teachers on the aspect of the above stated issue.

CONCLUSIONS

Based on the findings of the current study, many significant conclusions have been drawn. The findings of teachers' and students' perceived importance of motivational strategies demonstrated that there was a shared as well as a mismatch of perception on the importance of the 15 motivational strategies. This might be caused by the fact that what feels motivating to teachers might not correspond to students vice versa. The current finding is consistent with previous researchers on motivational strategies (such as Alshehri, 2013; Zeyneb, 2016) who reported that there are discrepancies between teachers and students on their perceived importance of motivational strategies. The key implication of this finding is, therefore, English language teachers in the research setting need to develop a balanced view on the importance of motivational strategies. In this regard, it is suggested that students' personal orientations and beliefs influence their motivation and performance (Elliot, 1999; Anderman, 2004; Ushioda, 2006). Therefore, to promote students' motivation more effectively, incorporating students' sentiment of motivational strategies is crucial. Furthermore, the findings indicated that the motivational strategies training has brought a positive change on experimental group teacher's motivational teaching practice when compared with the teacher in the control group where no such change was observed. Specifically, the training induced a positive change on all of the experimental group teacher's motivational teaching practice qualities, except on two items i.e. '*Humorous/light-hearted style vs. Dry style*' and '*Radiates enthusiasm Vs. Unenthusiastic*'. Consequently, based on the findings of the current study, it is possible to conclude that English language teacher's motivational teaching practice could be modified through focused intervention. This implies that providing motivational strategies training for in-service secondary school teachers improves their motivational teaching practice. Furthermore, the current researcher recommends that it is

important to conduct more studies of this kind at various EFL settings to gain a broader perspective of how to promote teachers' motivational teaching practice. More importantly, it is also recommended to replicate the study among primary, preparatory school teachers to further check the effectiveness of motivational strategies training at different levels.

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