The Factors Influencing the Motivational Strategy Use of Non-native English Teachers

Ekrem SOLAK, Ph.D.
Asisstant Professor
Faculty of Education
Amasya University, Turkey

Adem BAYAR, Ph.D.
Asisstant Professor
Faculty of Education
Amasya University, Turkey

Abstract

Motivation can be considered one of the most important factors determining success in language classroom. Therefore, this research aims to determine the variables influencing the motivational strategies used by non-native English teachers in Turkish context. 122 non-native English teachers teaching English at a state-run university prep school participated in this research and Motivational Strategies Questionnaire prepared by Cheng & Dörnyei (2007) was used as a data collection instrument. The questionnaire was composed of two sections. In the first section, demographic data were collected about the gender, years of experience, types of schools served and the state of attendance abroad of the participants. The second section involved ten scales and totally 48 items ranging from often to never. The results of the study revealed that English teachers used each motivational strategy more than average and there was no significant difference between motivational strategy use and gender, the year of experience, the type of school of served and the state of attendance abroad.

1. **Introductıon**

The teacher in particular is an important figure for most pupils and has a unique position in the classroom environment. Therefore, it can be stated that the interaction between the teacher and the pupils has significance especially for the pupils's motivation at any course.

In a traditional teacher model, teachers used to represent authority, seriousness, and knowledge and presents the subject, ask and answer questions. This model has undergone change and there are more better characteristics like a provider, a good motivator, a professional, a guide, a friend in the contemporary definition of a good teacher. Dörnyei (2001) defines teachers as powerful motivational socializers. Most of the researches on motivation suggest that motivational strategies that teachers use can influence learners' motivation toward learning a foreign language in a large extent (Dörnyei, 1994; Fives & Manning, 2005).

2. **Conceptual Framework**

Dörnyei (2001), who has been one of main figures in motivation studies, defines the motivation as follows:

"...the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out".

For him, motivation is directly related to what people prefer to do, their patience to continue the behaviour and their tryings on it. For Dörnyei (2001) there are three items expressed in the direction and magnitude of human behavior:

" why people decide to do something, how long they are willing to sustain the activity
how hard they are going to pursue it."

It is generally accepted that the teacher plays the most important role in affecting his/her students' motivation to learn. (Richards, 2003; Sawyer, 2007). Dörnyei (2001) states: "Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn" (p. 156).

As Dörnyei (1994) divides his framework of motivation into three main categories as language level, learner level and learning situation level, he places teacher-specific motivational components under learning situational level such as affiliative drive, authority type and direct socialization of motivation.

Dörnyei (2001) also categorizes Motivational Strategies in the language classroom into four groups: "creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation". He emphasized that teacher behavior and beliefs play a significant role in motivating students for learning a foreign language (Brown, 2001; Chambers, 1999).

In her study, Lee (2008) introduces four strategies for improving teacher motivation: "(a) improving student motivation, (b) increasing teacher commitment, (c) maintaining positive student relationships, and (d) participating in continuous professional development". Lee also believes that the most direct strategy for teachers should be to improve student motivation.

Dörnyei and Csizér (1998) conducted empirical research of Hungarian teachers of English on a list of motivational strategies, their ideas about the importance of the strategies and the frequency they implemented these strategies. According to their findings, the researchers formulated ten motivational macrostrategies for teachers that were directed at improving student motivation. Ten commandments for motivating language learners are as follows:

"1. Set a personal example with your own behaviour.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture."

3. **Review of Literature**

Banya and Cheng (1997) investigated the beliefs of teachers and students on foreign language learning in Taiwan. The result showed that students may have misconceptions with teachers' beliefs and the principles of classroom instruction. Noels (2001) studied students' perception of their teacher's communication style and results indicated that "the more controlling the teacher seemed to the students, the less autonomy they felt".

Den Brok, Levy, Brekelmans, and Wubbels (2005) investigated the influence of teacher cooperation and influence in an English as a foreign language course. They found that "the more the students perceived the teacher as cooperative or dominant, the more the students reported experiencing pleasure, effort, and relevance". The cooperation played more important role than influence. While cooperation had an effect on confidence, influence did not. (Bernaus&Gardner, 2008)

Huang (2006) studied on some students' reading experience. The findings showed that teachers' modeling and feedback were significant factors for motivating students to read. Cheng and Dörnyei (2007) reached the similar results and their research indicates that showing teachers' enthusiasm through their behavior was one of the most important and frequently-used motivational strategies.

Cheng and Dörnyei (2007) did a research on the scope of motivational strategies that Taiwanese teachers of English use to motivate their learners and the differences between Taiwanese and Hungarian teachers' beliefs and practices. The result proved that some of motivational strategies were culture-specific.

Bernaus and Gardner (2008) studied the perceptions of teachers and students about the use of the strategies and their effects on students' motivation and English-language achievement. The results showed that teachers' and students' perspectives were different on some strategies.

Guilloteaux and Dornyei (2008) performed a study in South Korea about the effect of the teachers' use of motivational strategies in the classroom. They observed the teachers' performance in motivated behaviors and also administered a student motivational state questionnaire and a post-lesson teacher evaluation. Results sugested that "language teachers' motivational practice is linked to increased levels of the learners' motivated learning behaviors as well as their motivational state" (p. 55).

Hsu (2009) investigated Taiwanese 73 experienced and novice EFL teachers' differences about the usage of motivational strategies in EFL classroom. The results showed that experienced teachers knew better which strategies were more suitable for their students because they could easily understand students'abilities and needs based on their experiences.

Al-Mahrooqi et al. (2012) analyzed the use of motivational strategies by EFL teachers in Oman. They investigated the importance that EFL teachers' specific strategy choice for motivating students to learn English; and also to understand how often they used these strategies in their teaching practice. The results showed that EFL teachers in Oman supported to use all motivational strategies. Furthermore, "the most favoured strategies among the teachers were related to the teacher's personal performance in the classroom".

Guilloteaux (2013) investigated the South Korean secondary school EFL teachers' motivational strategy choice in language classroom. She found that Korean EFL teachers gave little importance to motivate students and they rarely used strategies to create a positive classroom atmosphere. In other words, motivating students was not a priority for language teachers.

4. **Method**

This research aims to determine the variables influencing the motivational strategies used by non-native English teachers in Turkish context. Motivation can be considered one of the most important factors determining success in language classroom. Therefore, the effective use of motivational strategies by language teachers directly affects the attitude of language learners to the English class. In this study, following research questions will be answered:

1) Does gender play a significant role on the use of motivational strategies in the language classroom?
2) Does the year of experience play a significant role on the use of motivational strategies in the language classroom?
3) Does the type of schools served play a significant role on the use of motivational strategies in the language classroom?
4) Does the state of attendance abroad play a significant role on the use of motivational strategies in the language classroom?
5) Is there a significant difference between dependent variables and independent variables as gender, years of experience, types of school served and the state of attendance abroad?

4.1.Subjects

122 non-native English teachers teaching English at a state-run university prep school participated in this research. Table displays frequency and percentage of the participants in terms of gender, years of experience, types of schools served and the state of attendance abroad.

Table 1: The Demographic Data of the participants

Gender	Frequency	Percent	The state of attendance abroad	Frequency	Percent
male	18	14,8	yes	17	13,9
female	104	85,2	no	105	86,1
Total	122	100	Total	122	100
Types of schools served	**Frequency**	**Percent**	**years of experience**	**Frequency**	**Percent**
university	96	78,7	1-5 years	72	59
Anatolian High school	13	10,7	6-10 years	32	26,2
private school	5	4,1	11-15 years	9	7,4
others	8	6,6	15+ years	9	7,4
Total	122	100	Total	122	100

While 85% of the participants were females, 59% had 1-5 years of experience. Most of the participants (78,7%) had teaching experiences at a university and 86% have never been abroad.

4.2.Instrument

Motivational Strategies Questionnaire prepared by Cheng & Dörnyei (2007) was used in this research. The questionnaire was composed of two sections. In the first section, demographic data were collected about the gender, years of experience, types of schools served and the state of attendance abroad of the participants. The second section involved ten scales and totally 48 items ranging from often to never and the questionnaire aimed to collect data about frequency of the motivational strategies used by English teachers.

The descriptive statistics of the strategy scales and the individual constituent strategies under each scale were presented in the appendix.

4.3.Findings

Before analyzing the data, total point variable collected from the scale was checked whether it encountered the premise of normality. According to Büyüköztürk (2010), normal distribution feature of points collected from a variable can be analyzed by three methods. One of these methods is the use of coefficient of skewness. Considering the coefficient skewness of total point variable collected, the value was -1,758. For Tabachnick and Fidell (2006), coefficient skewness between -3 and +3 is a sign of normality. Therefore, in this research, parametric tests were used providing the premise of normality.

Table 2 displays the minimum and maximum mean of scales in the questionnaire.

Table 2 the minimum and maximum mean of scales

Items	Minimum	Maksimum	Mean	SD
1 Proper teacher behaviour	5	15	12,67	2,52
2 Recognise students'effort	4	12	9,69	1,97
3 Promote learners'self-confidence	5	15	12,51	2,52
4 Creating a pleasant classroom climate	4	12	9,95	1,98
5 Present tasks properly	2	6	4,97	1,95
6 Increase learners'goal-orientedness	4	12	9,45	1,95
7 Make the learning tasks stimulating	7	18	14,75	2,87
8 Familiarise learners with L2-related values	8	21	16,22	2,90
9 promotegroupcohesivenessandgroupnorms	5	15	12,23	2,20
10 Promote learner autonomy	7	18	14,37	2,59

According to Table 2, the mean of all scales was above average. In other words, English teachers used each motivational strategy more than average.

Research question 1

Does gender play a significant role on the use of motivational strategies in the language classroom?

Independent Sample t-Test was used to answer this question. Table 3 shows the role of gender on the use of motivational strategies in the language classroom.

Table 3 : The results of t-Test in terms of gender

Gender	N	$\bar{X}$	S	sd	t	p
Female	73	118,8356	19,58387	84	-1,465	0,147
Male	13	110,0769	21,41052			

According to the data collected, there was no significant difference on the use of motivational strategies in terms of gender. t(84)=-1,465, p>0,05. The data also proved that the mean of female teachers ($\bar{X}$=118, 8356) was higher than males' ($\bar{X}$=110, 0769).

Research question 2

Does the year of experience play a significant role on the use of motivational strategies in the language classroom?

One Way ANOVA test was used to answer this question. Table 4 presents the results of one way ANOVA test in terms of years of experience.

Tablo 4: the results of one way ANOVA test in terms of years of experience

The years of experience	N	$\overline{X}$	S	sd	F	p
1-5 years	54	116,8519	21,60923	85	0,352	0,788
6-10 years	23	117,2174	16,70317			
11-15 years	6	118,8333	22,82469			
15 +	3	129,0000	4,35890			

According to the results of one way ANOVA test, there was no significant difference on the use of motivational strategies in terms of years of experience $F(3,82)=0,352$, $p>0,05$. In other words, the years of experience do not influence the use of motivational strategies by English teachers. Furthermore, the mean of motivational strategies used by English teachers who had 15+ experience ($\overline{X}=129,0000$) was higher than the teachers who had 11-15 years of experience ($\overline{X}=118,8333$), 6-10 years of experienced teachers ($\overline{X}=117,2174$) and 1-5 years of experienced teachers ($\overline{X}=116,8519$).

Research question 3

Does the type of schools served play a significant role on the use of motivational strategies in the language classroom?

One Way ANOVA test was used to answer this question. Table 5 displays the results of the type of schools served on the use of motivational strategies by English teachers.

Table 5: The results of One Way ANOVA test in terms of the type of schools served

the type of schools served	N	$\overline{X}$	S	sd	F	p
University	64	115,9063	20,45337	85	2,007	0,119
Anatolian high school	12	114,6667	21,26599			
Private school	4	136,5000	2,88675			
others	6	127,6667	7,52773			

According to the results of One Way ANOVA test, there was no significant difference on the use of motivational strategies in terms of the type of schools served $F(3,82)=2,007$, $p>0,05$. In other words, the type of school served do not influence the motivational strategies used by English

teachers. Moreover, the mean of the motivational strategies used by English teachers who served at a private school ($\bar{X}$=136,5000) was higher than other teachers ($\bar{X}$=127,6667).

Research question 4

Does the state of attendance abroad play a significant role on the use of motivational strategies in the language classroom?

Independent Sample t-Test was used to answer this question. Table 6 displays the results of independent Sample t-Test in terms of the state of attendance abroad.

Table 6: the results of independent Sample t-Test in terms of the state of attendance abroad

the state of attendance abroad	N	$\bar{X}$	S	sd	t	p
positive	11	114,3636	19,88604	84	-0,557	0,579
negative	75	117,9733	20,09503			

According to the results of independent Sample t-Test, there was no significant difference on the use of motivational strategies in terms of the state of attendance abroad t(84)=-0,557, p>0,05. However, the mean of teachers who had not been abroad ($\bar{X}$=117, 9733) was higher than the teachers who had been abroad ($\bar{X}$=114,3636).

Table 7 presents whether there is a significant difference between dependent variables and independent variables.

Table 7 the correlation between dependent and independent variables

Dependent variables	Independent variables			
	Gender Sig. (2-tailed	Years of experience Sig. (2-tailed	types of schools served Sig. (2-tailed	the state of attendance abroad Sig. (2-tailed
1 Proper teacher behaviour	0,042*	0,857	0,314	0,965
2 Recognise students'effort	0,044*	0,852	0,247	0,614
3 Promote learners'self-confidence	0,018*	0,847	0,452	0,424
4Creating a pleasant classroom climate	0,114	0,958	0,746	0,572
5 Present tasks properly	0,315	0,366	0,370	0,721
6 Increase learners'goal-orientedness	0,084	0,787	0,699	0,150
7Make the learning tasks stimulating	0,307	0,787	0,059	0,797
8 Familiarise learners with L2-related values	0,256	0,848	0,611	0,805
9promotegroupcohesivenessandgroupnorms	0,156	0,814	0,171	0,552
10 Promote learner autonomy	0,014*	0,650	0,143	0,399

*: p<0,05

According to the table, there was a significant difference between gender and proper teacher behavior (0,042), recognize students' effort (0,044, promote learners 'self-confidence (0,018) and promote learner autonomy (0,014). As of years of experience, types of school served and the state of attendance abroad, no significant difference was found between dependent and independent variables.

5. Discussion

This study investigates the factors influencing motivational strategy use of non-native English teachers. According to the findings of the study, firstly, English teachers use each motivational strategy more than average in Turkish context. In other words, English teachers are aware of motivational strategies and try to use them effectively in the language classroom. This finding is in consistent with the findings of Al-Mahrooqi et al. (2012). They also found that EFL teachers in Oman supported to use all motivational strategies. Furthermore, "the most favoured strategies among the teachers were related to the teacher's personal performance in the classroom". Dörnyei (2007) reached the similar results and their research indicated that showing teachers' enthusiasm through their behavior was one of the most important and frequently-used motivational strategies. However, contrary to the findings of this study, Guilloteaux (2013) revealed that Korean EFL teachers gave little importance to motivate students and they rarely used strategies to create a positive classroom atmosphere. In other words, motivating students was not a priority for language teachers.

Secondly, this study revealed that there is no significant difference between motivational strategy use and gender. However, the mean of female teachers is higher than males'. He (2009) also found that the gender dimension had no significant result on the motivational strategy use of students and teachers at Kent University.

Next, the present study also suggests that there is no significant difference between the use of motivational strategies and years of experience. However, it can be stated that the mean of motivational strategies used by experienced English teachers is higher than the less experienced teachers. This finding is not in line with Yeh's results. In Taiwan context, Yeh (2009) found that the year of teaching was a significant factor in using motivational strategies. The result also indicated that the experienced teacher was flexible in teaching and the novice teacher conscientious and careful. Hsu (2009) reached a similar conclusion in Taiwan context. The results showed that experienced teachers knew better which strategies were more suitable for their students because they could easily understand students' abilities and needs based on their experiences.

Moreover, this study revealed that the state of attendance abroad and type of school served do not play a significant role on the use of motivational strategies. However, the mean of teachers who have not been abroad is higher than the teachers who have been abroad. Furthermore, the mean of the motivational strategies used by English teachers who served at a private school is higher than other teachers.

Finally, As of years of experience, types of school served and the state of attendance abroad, no significant difference is found between dependent and independent variables, however, there is a significant difference between gender and proper teacher behavior, recognize students' effort, promote learners 'self-confidence and promote learner autonomy.

6. Conclusion

All in all, every English teacher benefits from motivational strategies more than average without regarding gender, year of experience, types of school served and the state of attendance abroad. Dörnyei and Csizér (1998) suggest some of the strategies which teachers should follow to motivate language learners. These are " Set a personal example with your own behavior, create a pleasant, relaxed atmosphere in the classroom, present the tasks properly, develop a good relationship with the learners, increase the learners' linguistic self-confidence, make the language classes interesting, promote learner autonomy, personalize the learning process, increase the learners' goal-orientedness, familiarize learners with the target language culture". In addition to these suggestions, Cheng and Dörnyei (2007) state three more suggestions about the use of motivational strategies. These are "Recognize student's effort and celebrate any success, make the learning tasks stimulating and promote group cohesiveness and set group norms".

As an implication for further studies, the use of motivational strategies can be viewed from students' perspectives and academic achievement can be taken into consideration as an independent variable.

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APPENDIX
MOTIVATIONAL STRATEGY QUESTIONNAIRE (Cheng and Dörnyei, 2007)
SCALES AND CONSTITUENTS

1. Proper teacher behaviour	(Cronbach a/0.79)
(2) Show students you care about them	
(23) Establish good rapport with students	
(17) Show your enthusiasm for teaching	
(40) Share with students that you value English as a meaningful experience	
(47) Be yourself in front of students	
2. Recognise students' effort	(Cronbach a/0.76)
(46) Recognise students' effort and achievement	
(8) Monitor students' progress and celebrate their victory	
(15) Make sure grades reflect students' effort and hard work	
(42) Promote effort attributions	
3. Promote learners' self-confidence	(Cronbach a/0.78)
(34) Provide students with positive feedback	
(36) Teach students learning techniques	
(28) Encourage students to try harder	
(11) Design tasks that are within the students' ability	
(33) Make clear to students that communicating meaning effectively is more important than being grammatically correct	
4. Creating a pleasant classroom climate	(Cronbach a/0.59)
(30) Create a supportive classroom climate that promotes risk-taking	
(1) Bring in and encourage humour	
(41) Avoid social comparison	
(21) Use a short and interesting opening activity to start each class	
5. Present tasks properly	(Cronbach a/0.55)
(6) Give clear instructions by modelling	
(25) Give good reasons to students as to why a particular task is meaningful	
6. Increase learners' goal-orientedness	(Cronbach a/0.69)
(20) Help students develop realistic beliefs about English learning	
(26) Find out students' needs and build them into curriculum	
(10) Encourage students to set learning goals	
(31) Display the class goal in a wall chart and review it regularly	
7. Make the learning tasks stimulating	(Cronbach a/0.81)
(18) Break the routine by varying the presentation format	
(12) Introduce various interesting topics	
(45) Present various auditory and visual teaching aids	
(43) Make tasks attractive by including novel and fantasy element	
(27) Encourage students to create products	
(13) Make tasks challenging	
8. Familiarize learners with L2-related values	(Cronbach a/0.76)
(39) Increase the amount of English you use in the class	

(38) Encourage students to use English outside the classroom	
(4) Familiarize students with the cultural background of the target language	
(32) Introduce authentic cultural materials	
(9) Remind students of the benefits of mastering English	
(7) Invite senior students to share their English learning experiences	
(19) Invite English-speaking foreigners to class	
9. Promote group cohesiveness and group norms	(Cronbach a/0.73)
(5) Explain the importance of the class rules	
(44) Encourage students to share personal experiences and thoughts	
(3) Allow students to get to know each other	
(35) Ask students to work towards the same goal	
(16) Let students suggest class rules	
10. Promote learner autonomy	(Cronbach a/0.82)
(37) Adopt the role of a 'facilitator'	
(24) Encourage peer teaching and group presentation	
(14) Teach self-motivating strategies	
(48) Allow students to assess themselves	
(29) Give students choices in deciding how and when they will be assessed	
(22) Involve students in designing and running the English course	