



Exploring the Motivational Strategies in Second Language Teaching

İkinci Dil Öğretiminde Motivasyon Stratejilerini Keşfetmek

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ABSTRACT: Initiating and sustaining motivation in a collective and innovative style has been a challenge for English language teachers anywhere in the globe. This paper explored the common motivational strategies employed by English language teachers in the classrooms as reported by both teachers and their students from the peripheral district multiple secondary zones in certain school divisions in the Philippines. Anchored on Sugita and Takeuchi's (2010) findings and supporting literature, teachers' motivational strategies were surveyed from 256 10th grade student and thirty (30) English teachers. Results confirm teachers and students' observed engagement with the motivational strategies in the L2 classrooms. Although there were some variations, similarities and connections on the way students and teachers perceived the L2 motivational strategies in the classrooms, the use of a variety of motivational strategies with the focus on promoting pleasant and supportive environment, holistic assessment, differentiated tasks, and humor, remains to be valuable and critical enablers in sustaining successes in the second language classrooms. Implications for language teachers and future study considerations are then shared.

Keywords: motivational strategies, second language teaching, teaching strategies

ÖZ: Kolektif ve yenilikçi bir tarzda motivasyonu başlatmak ve sürdürmek, dünyanın her yerindeki İngilizce öğretmenleri için bir zorluk olmuştur. Bu çalışma, İngilizce öğretmenlerinin, hem öğretmenler hem de öğrenciler tarafından Filipinler'deki bazı okul bölümlerindeki periferik bölge çoklu ikincil bölgeler tarafından bildirilen sınıflardaki ortak motivasyon stratejilerini araştırmıştır. Sugita ve Takeuchi'nin (2010) bulgularına ve destekleyici literatürüne bağlı olarak, öğretmenlerin motivasyon stratejileri 256 10. sınıf öğrencisi ve otuz (30) İngilizce öğretmeni ile yapılan anketle araştırılmıştır. Sonuçlar, öğretmenlerin ve öğrencilerin ikinci dil sınıflarındaki motivasyon stratejileriyle gözlemlediklerini doğrulamaktadır. Öğrenciler ve öğretmenlerin sınıflardaki ikinci dil motivasyon stratejilerini nasıl algıladıkları konusunda bazı farklılıklar, benzerlikler ve bağlantılar olsa da, uygun ve destekleyici çevreyi, bütünsel değerlendirmeye, farklılaştırılmış görevlere ve mizahı teşvik etmeye odaklanan çeşitli motivasyon stratejilerinin kullanılması, ikinci dil sınıflarında başarıların sürdürülmesinde değerli ve kritik öneme sahip olmaya devam etmektedir. Buna ek olarak dil öğretmenleri ve sonraki çalışmalar için ilgili öneriler paylaşılmıştır.

Anahtar sözcükler: motivasyon stratejileri, ikinci dil öğretimi, öğretim stratejileri

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Introduction

There is no denying that motivation is one of the most essential elements for effective second language instructions. Motivating second-language (L2) learners and sustaining such drive to learn across the curriculum, classrooms and borders has been one of the dilemmas of schools in general and by language teachers in particular. For decades, motivating students to learn English as a second language has been a subject of debate and researches (e.g. Bernaus & Gardner, 2008; Guilloteaux & Dörnyei, 2008; Sugita & Takeuchi, 2010)—each one highlighting different aspects of motivation. Much more, Dörnyei (2005) maintains in accordance with Gardner and Lambert (1972) that second languages played a role as cultural mediators thus learning another language may influence intercultural communication and connection. Likewise, learning of English as a second language has become a necessity to many students. For such reason, the significance and uses of English as a world language is greatly recognized in the fields of business, science, education and related areas (Crystal, 1997; Nuan, 2003).

In the Philippine setting where there are many existing ethno-linguistic communities with many sublanguages, English is becoming a vital medium vis-à-vis Filipino language to understand socio-cultural issues and concerns. It has become a traditional part of the curriculum alongside with the Mother Tongue-Based Multilingual Education (MTBMLE). Although the Department of Education (DepEd) has been implementing such shift, much lies on the “creativity of the language teachers in addressing the gap toward the promotion of multi-lingual” instruction (Cacho & Cacho, 2015, p.83). Hence, one of the salient features of K to 12 program is building proficiency through mother tongue language and English language for both teachers and their learners.

With the implementation of the K to 12 curriculum at the helm, changes in the language teachers’ strategies in the teaching of English may also take some modifications. Upgrading the current state of Philippine education to the existing global standards in the second language fields will have to be taken seriously like that of our overseas counterparts. Elsewhere across the globe, studies (e.g. Matsumoto, 2011; Moskovsky, Alrabai, Paolini, & Ratcheva, 2013) covered extra miles to explore teachers’ motivational strategies impacts on learning achievement. Going back to the Philippines, there seems to be little and/or insufficient studies undertaken on the local high school teachers’ motivational practices. Thus, the current research aimed to provide fresh perspectives on how both teachers and students view language teaching motivational strategies in practice.

Generally, dismal performance of students in local and national high-stake tests is blamed in the low competence of teachers, the presence of unchecked and error-filled textbooks, and the proliferation of non-English shows on television that leads to less exposure to the English language although much researches have to be undertaken in those areas. Looking at the school level, teachers at the front lines play critical role in motivating students. They can directly influence students in a way that learners can actually understand. In the same effect, highly motivated and knowledgeable teachers could equate to producing highly engaged students as Bernaus, Wilson and Gardner (2009) posited, “Teacher motivation is influential in the use of strategies as perceived by the students and can influence their

attitude.” (p. 33). In the current study, focus was not just on the view of students but also on how the teachers reflected their practices themselves.

This paper grasped the perceptions of teachers of English language in schools with focus on the motivational factors and with the participation of their students. It is also important to have a real, first-hand account of the best practices being employed by teachers in an English learning environment and which of these may equate to more perceptive and competent students. Using effective and engaging motivational strategies could help teachers make lesson more interesting to students. On the contrary, passive learning and teacher-centered lessons have already been educational concerns (Nichols, 2002) even compounded by so many school barriers inside and out. This is so true to public school institutions in the rural areas where students are experiencing additional hindrances in English language learning. For the same reason, this study also focused on obtaining data on the peripheral schools of a certain big schools’ division. Such areas of focus are normally under research and not represented in some studies.

It would be interesting to explore which motivational strategies worked best in the eyes of the learning stakeholders both for students and teachers. In an intensive manner, Sugita and Takeuchi (2010) explored the motivational strategies of Japanese teachers using the 102 motivational strategies described in Dornyei (2001). From 102 strategies, Sugita and Takeuchi highlighted on the 15 motivational strategies the teachers display in a two-month period. Such 15 strategies have become the focal instrument of the current study where it aimed to explore how teachers and students at the peripheral areas in a certain big division would perceive these motivational strategies. Equally important, this study essentially embarked to communicate which motivational strategies are significant to the learners, educators well as other researchers in the field of L2 and motivational psychology.

English public-school teachers have the capacity to improve the student motivation and the overall teaching-learning process. Because of the large scope of motivational researches, in addition, very little information is available to researchers and administrators about the perceived hierarchy and importance of different motivational strategies. While addressing such gap, this research report aimed to help improve the English literacy of students in public high schools by highlighting the common practices in motivational techniques validating from the subjects or respondents who are not just limited to teachers but also to students alike. Specifically, it sought to answer the following pertinent questions:

RQ1. What are the common teachers’ motivational strategies and the extent of application in the public secondary zonal schools as perceived by both 10th Grade students and English language teachers themselves?

RQ2. How are the respondents’ perceptions of these motivational strategies as applied in the classrooms related?

Methodology

Research Design

With the aforementioned research questions, this study employed the descriptive survey utilizing the quantitative way of gathering and interpreting data to examine the motivational strategies used and observed by the public secondary school English teachers and students respectively in a school district zonal level in the Philippines. It involved the investigation of the motivational strategies used in the classroom as examined by both teachers and students through frequency of the teachers' application in classroom as perceived by teachers themselves and their 10th grade students. Since this study is obviously quantitative in approach, a survey design as used in this study "provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2014, p. 155) aside from the fact that the primary researcher has access to the participants of the study being a teacher herself in the district.

Sampling and Participants

The first batch of respondents of this study is the entire 30 public secondary English language teachers (excluding the researcher) in grade 7 to 10 of the 12 secondary schools coming from peripheral district and zonal levels in the Province of Quezon. The second batch of respondents is composed of Grade 10 learners who hailed also from the 12 schools which are clustered into four zones: a) metro, b) highway, c) railroad and d) mountain zone. Schools are strategically positioned along such geographical indicators. Thus, it was feasible to employ a single cluster sampling method for the student respondents. Furthermore, it was deemed necessary to capture mature learners in their 10th grade rather than focusing on lower grades.

Using the sampling toolkit for single cluster survey tool through OpenEpi (n.d.)—online computation tool, the total sample size and number of respondents per cluster were identified. Table 1 presents how the distribution was made. The researcher initially surveyed the number of grade 10 learners in all the public secondary schools in the said municipality by getting the listing of enrolled students in grade 10. All in all, the target population is 711 grade 10 learners. With the confidence interval of $\pm 5\%$ of the target population value and confidence coefficient of 95% of the sample 50% percentage target population clustered into four zones, the total sample size resulted to 256 which is 36% of the population of grade 10 in the district and, equally, distributing the number of respondents allowed the researcher to capture 64 respondents per cluster. The sample size per cluster was also proportionately achieved on the basis of each school 10th grade population with consideration to equitable gender distribution.

Table 1. Distribution of Sample Size of Student Respondents from four zones

| Name of School of Secondary Public Schools | Total enrolled Grade 10 students | Sample size for Each Cluster or Zone | Proportioned Sample Size per school | Gender Distribution | |
|--|----------------------------------|--------------------------------------|-------------------------------------|---------------------|------------|
| | | | | Male | Female |
| A. Metro Zone | | | | | |
| Tagkawayan NHS | 210 | 64 | 58 | 27 | 31 |
| SLSU-JGE | 20 | | 6 | 3 | 3 |
| B. Highway Zone | | | | | |
| Tabason NHS | 46 | 64 | 17 | 7 | 10 |
| San Isidro NHS | 85 | | 31 | 14 | 17 |
| Bagong Silang NHS | 47 | | 17 | 8 | 8 |
| C. Railroad Zone | | | | | |
| SANMANDEL CAR NHS | 55 | 64 | 20 | 10 | 10 |
| Katimo NHS | 60 | | 21 | 10 | 10 |
| Kinatakutan NHS | 43 | | 15 | 7 | 7 |
| Cabibihan NHS | 25 | | 8 | 4 | 4 |
| D. Mountain Zone | | | | | |
| Mapulot NHS | 22 | 64 | 12 | 6 | 6 |
| Mansilay NHS | 26 | | 14 | 7 | 7 |
| Bamban NHS | 72 | | 38 | 18 | 20 |
| TOTAL | 711 | 256 | 256 | 122 | 134 |
| Percentage | 100 | 36 | | 48 | 52 |

Data Gathering and Instruments

Two sets of questionnaires were used, one intended for the secondary English language teachers and the other one for the 10th grade students. The first set of the questionnaire for the teachers is about the motivational strategies with a total of fourteen (14) items. The 14-item scale on motivational strategies was primarily adopted from the works of Sugita and Takeuchi (2010) and described in Dornyei's (2001). These 14 motivational strategies were considered to be the summation of the most frequently and not frequently used in L2 lessons. Such questions were modified to fit on teachers and students' assessment and context.

The second set of the questionnaire was intended for the students. The instruments items focused on the motivational strategies with a total of fourteen (14) items structured to fit for students' observation of their teachers. This set of questionnaire was presented in the form of checklist using the five point Likert scale. The verbal descriptions are: 1-Never, 2-Rarely, 3-Sometimes, 4-often, 5-Always. Moreover, the adopted questionnaires were also tailored fit

for their intended respondents. The revised instruments were then subjected to expert panel review before the actual administration. After heeding the research standards, ethics and protocols at the target school sites, the primary researcher consistently administered the scales to the prospective respondents.

Data Analysis

The data gathered from the survey were tallied, tabulated, and analyzed using the following statistical tools. To synthesize the demographic profile of the respondents, frequency and percentage was used. The weighted arithmetic mean or average was used in Part II of the questionnaire regarding the motivational strategies used by the language teachers as perceived by teachers and students. To test the significant difference between the responses of the teachers and the students, t-test was deemed appropriate. And then, to test the significant correlation between the responses of the teachers and the students, Pearson's correlation coefficient was utilized. As whole the questionnaire scaled a 0.72 Cronbach's Alpha value for its reliability.

Findings

Motivational Strategies as Reported by Students

A total of sixty-four (64) students from the schools designated in the *mountain zone* responded to the survey questionnaires to determine the frequency of application of different motivational strategies by their language teachers. Respondents rated to the lowest of 3.56 'public display of task' to as high as 4.86 'sharing personal interest'. Ranking the weighted means of each motivational strategy which has a total of fourteen statements (motivational strategies), the top five (5) motivational strategies were drawn. These are motivational strategies number 4, 14, 13, 6 and 7. The top five (5) strategies for Mountain Zone are highlighted in Table 2.

Interestingly, students found their teachers to be 'always' using these motivational strategies which include: 'sharing personal interest, serving as role model in L2, creating a pleasant atmosphere, understanding the mistakes are part of learning, bringing humor in the classroom, providing regular feedback, keeping class goals doable, making assessment completely transparent, assessing on the basis of individual performance, and providing multiple opportunities for success in the language class.' Furthermore, the motivational strategy which got the highest weighted mean from the students of mountain zone was motivational strategy number four (4) which stated that 'Teachers share their personal interest in the L2 (English) learning (e.g. in learning strategies or target culture with my students.' These results further support the similar observations made based on the study of Sugita and Takeuchi (2010) in which they highlighted that sharing experiences in second language learning is one of the most important factors in motivation because students realizes the multiple roles of a teacher and the importance of learning with an enabling environment facilitated by their teachers.

Table 2. Frequency of Application of Teachers' Motivational Strategies as Perceived by Students from Mountain Zone

| My Language (English) Teacher/S | Never | Rarely | Some- times | Often | Always | Average |
|---|-------|--------|----------------|-------|--------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| 4. share my personal interest in the L2 (English) learning (e.g. in learning strategies or target culture with my students. | | | 2 | 5 | 57 | 4.86 |
| 14. serve as an example or role model in language use. | | | 2 | 14 | 48 | 4.72 |
| 13. create a pleasant and supportive atmosphere (for studying English) in the classroom. | | 1 | 2 | 18 | 43 | 4.61 |
| 6. help learners accept the fact that they will make mistakes as part of the learning process. | | 4 | 5 | 11 | 44 | 4.49 |
| 7. bring in and encourage humor (wits, jokes) in the classroom. | | | 8 | 18 | 38 | 4.47 |
| 10. provide regular feedback about the areas in English on which they should particularly concentrate or focus | | 1 | 6 | 20 | 37 | 4.46 |
| 2. provide multiple opportunities for success in the language class. | | 3 | 6 | 17 | 38 | 4.41 |
| 9. keep the class goals/activities achievable/doable. | | | 9 | 23 | 32 | 4.36 |
| 11. make assessment completely transparent (<i>graded or not-graded</i>). | | | 5 | 33 | 26 | 4.33 |
| 12. assess each students' achievement (improvement) not by comparing with other students but by its own virtue. | 2 | 3 | 4 | 22 | 33 | 4.27 |
| 5. vary/differentiate the learning tasks and other aspects of my teaching as much as I can. | | 2 | 12 | 20 | 30 | 4.22 |
| 1. apply continuous or holistic assessment that relies on many measurement tools other than pencil-and-paper tests. | | | 19 | 21 | 24 | 4.08 |
| 8. encourage learners to attribute their failures to lack of effort. | | 2 | 15 | 23 | 24 | 4.09 |
| 3. include tasks that involve public display of students' skills. | | 4 | 30 | 20 | 10 | 3.56 |

N = 64 Scale = 4.21 – 5.00 Always 3.41 – 4.20 Ofi 2.61 – 3.40 Sometimes 1.81 – 2.60 Rarely 1.00 – 1.80 Never

On the other hand, the motivational strategies which seemed to be left out as used 'often' remained *inclusion of public display of students' skills, application of holistic assessment more than the paper and pencil, attribution of failures to lack of effort*. These strategies got the lowest weighted mean from the students of mountain zone is motivational strategy number three (3) which stated that "Teachers include tasks that involve public display of students' skills." This might be attributed to the "shyness" with consistency to Chu's (2008) findings and to the lack of teachers' differentiation and/or localization of learning activities which could be further investigated in various context. As a whole, localization and differentiated instructional strategy all the more confirm the prevalent of sharing of personal interest as a strategy.

Another set of sixty-four (64) students from the schools designated as *metro zone* were subjected to the survey questionnaire in order to determine the frequency of application of different motivational strategies by their language teachers. The results were tabulated and

then ranked to get the general perception of students about different motivational strategies. The top five motivational strategies for students in the metro zone were motivational strategies number 13, 11, 4, 12 and 6. These top five (5) strategies for Metro Zone were highlighted in Table 3.

Table 3. Frequency of Application of Teachers’ Motivational Strategies as Perceived by Students from Metro Zone

| My Language (English) Teacher/s | Never | Rarely | Some-times | Often | Always | Average |
|---|-------|--------|------------|-------|--------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| 13. create a pleasant and supportive atmosphere (for studying English) in the classroom. | | | 4 | 12 | 48 | 4.69 |
| 11. make assessment completely transparent (<i>graded or not-graded</i>). | | | 5 | 11 | 48 | 4.67 |
| 4. share my personal interest in the L2 (English) learning (e.g. in learning strategies or target culture with my students. | | | 7 | 11 | 46 | 4.61 |
| 12. assess each students’ achievement (improvement) not by comparing with other students but by its own virtue. | | | 7 | 14 | 43 | 4.56 |
| 6. help learners accept the fact that they will make mistakes as part of the learning process. | | 1 | 8 | 11 | 44 | 4.53 |
| 7. bring in and encourage humor (wits, jokes) in the classroom. | | 2 | 9 | 10 | 43 | 4.47 |
| 9. keep the class goals/activities achievable/doable. | | | 11 | 16 | 37 | 4.41 |
| 8. encourage learners to attribute their failures to lack of effort. | | 3 | 5 | 20 | 36 | 4.40 |
| 5. vary/differentiate the learning tasks and other aspects of my teaching as much as I can. | | | 14 | 16 | 34 | 4.31 |
| 10. provide regular feedback about the areas in English on which they should particularly concentrate or focus | | | 10 | 24 | 30 | 4.31 |
| 1. apply continuous or holistic assessment that relies on many measurement tools other than pencil-and-paper tests. | | | 12 | 28 | 24 | 4.19 |
| 2. provide multiple opportunities for success in the language class. | | | 13 | 30 | 21 | 4.13 |
| 14. serve as an example or role model in language use. | 9 | 13 | 4 | 7 | 29 | 3.55 |
| 3. include tasks that involve public display of students’ skills. | 5 | 9 | 21 | 18 | 11 | 3.33 |

N = 64 Scale = 4.21 – 5.00 Always 3.41 – 4.20 Ofi 2.61 – 3.40 Sometimes 1.81 – 2.60 Rarely 1.00 – 1.80 Never

Similar to students coming from the mountain zone, students in the metro also reported that their teachers ‘always’ use these motivational strategies: ‘*creating a pleasant atmosphere in the classroom, making assessment completely transparent, assessing on the basis of individual performance, sharing my personal interests, and understanding mistakes as part of the learning process.*’ The motivational strategy which got the highest weighted mean from the students of metro zone was motivational strategy number thirteen (13) which stated that “Teachers create a pleasant and supportive atmosphere (for studying English) in the classroom.” On the contrary, students reported that their teacher/s sometimes use the

public exhibition of works. It could be explained that such display of works was done during culminating activities. This result was similar with the rating of students from the mountain zone. It is quite surprising to note, however, that students in the metro reported that 'often' (not always) *their teachers served as role model in language use*. This could be an indicative of disagreement between how teachers and students observed their teachers' application of being an example in L2. Nevertheless, creating a pleasant and supportive atmosphere remains to be highly regarded by the students to sustain their interest.

The third set of respondents came from the schools designated in the *Highway Zone*. The top five (5) motivational strategies after ranking their weighted means were motivation strategy number 7, 5, 6, 11 and 14. These top five (5) strategies for Highway Zone were highlighted in Table 4. Not surprisingly, the highway zone students reported that their teachers 'always' incorporate 'humor or fun in their English class.' This motivation strategy gained the highest weighted mean. Such result just reconfirmed the importance of humor in the classroom as McNeely, R. (n.d.) noted that humor brings enthusiasm, positive feelings, and optimism to the classroom. Hence, it could make students eager and engaged with the lessons and their teachers.

Table 4. Frequency of Application of Teachers' Motivational Strategies as Perceived by Students from Hi Way Zone

| My Language (English) Teacher/s | Never | Rarely | Some- times | Often | Always | Average |
|---|-------|--------|----------------|-------|--------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| 7. bring in and encourage humor (wits, jokes) in the classroom. | | | | 14 | 50 | 4.78 |
| 5. vary/differentiate the learning tasks and other aspects of my teaching as much as I can. | | 1 | 9 | 9 | 45 | 4.53 |
| 6. help learners accept the fact that they will make mistakes as part of the learning process. | | | 3 | 24 | 37 | 4.53 |
| 11. make assessment completely transparent (<i>graded or not-graded</i>). | | 3 | 3 | 15 | 43 | 4.53 |
| 14. serve as an example or role model in language use. | | 2 | 7 | 14 | 41 | 4.47 |
| 2. provide multiple opportunities for success in the language class. | | | 12 | 19 | 33 | 4.33 |
| 13. create a pleasant and supportive atmosphere (for studying English) in the classroom. | | 1 | 16 | 11 | 36 | 4.28 |
| 10. provide regular feedback about the areas in English on which they should particularly concentrate or focus | 1 | 2 | 10 | 17 | 34 | 4.27 |
| 9. keep the class goals/activities achievable/doable. | | | 12 | 27 | 25 | 4.20 |
| 4. share my personal interest in the L2 (English) learning (e.g. in learning strategies or target culture with my students. | | 8 | 9 | 11 | 36 | 4.17 |
| 8. encourage learners to attribute their failures to lack of effort. | 2 | 4 | 11 | 13 | 34 | 4.14 |
| 3. include tasks that involve public display of students' skills. | 3 | | 14 | 22 | 25 | 4.03 |
| 1. apply continuous or holistic assessment that relies on many measurement tools other than pencil-and-paper tests. | | 4 | 28 | 9 | 23 | 3.80 |
| 12. assess each students' achievement (improvement) not by comparing with other students but by its own virtue. | 7 | 9 | 14 | 12 | 22 | 3.52 |

N = 64 Scale = 4.21 – 5.00 Always 3.41 – 4.20 Oft 2.61 – 3.40 Sometimes 1.81 – 2.60 Rarely 1.00 – 1.80 Never

Similar to the other zones (highway and metro), students from the highway observed that their teachers ‘often’ used motivational strategies that dealt with assessment: ‘*applying continuous assessment other than pen and paper, individual performance, mistakes as formative learning manifestation to name a few.*’ But having a low weighted means in areas does not mean that this motivational strategy can be overlooked since this is related to using authentic assessment in the learning of English. Hence, assessment should empower teachers’ decision making by considering variety of assessments and using them thoughtfully (Valencia, 2002) and making assessment as motivating as it could be through delightful experiences where strategic English teachers intently and appropriately connect fun and wits in language lessons and activities.

The last set of sixty-four (64) students included in the survey came from schools in the Railroad zone. Ranking the weighted means for the fourteen (14) motivational strategies the statements in the top five (5) are numbers 4, 14, 10, 5 and 11. These top five (5) motivational strategies for the Railroad zone are therefore highlighted in Table 5. Similar to mountain zone, ‘*sharing personal interests for both students and teachers with cultural consideration*’ remained to be used as ‘*always*’ applied motivational strategy. The consideration of cultural factors and personalization of learning L2 were at work here so that teachers and students could develop rapport. Hence, this manifested the first motivational dimension stipulated by Dornyei of which is to support the creation of basic motivational conditions.

Although still interpreted as used as ‘*often*’ as possible, the motivational strategy with the lowest weighted mean in this zone was motivational strategy number eight (8) which stated that ‘*Teachers encourage learners to attribute their failures to lack of effort.*’ In light of this issue, academic progress then is tantamount to the ability of the learners to make an effort like using appropriate study strategies or coping mechanism rather than to idle and wait for nothing. Both teachers and students should not expect any success in language teaching and learning if they do not learn from their failures. In the same way, teachers will not expect changes in students’ performance if their motivational strategies do not vary (Alderman, 1999). Thus, L2 teachers need to be very encouraging for students to exert more effort to where it should be exerted most.

Table 5. Frequency of Application of Teachers’ Motivational Strategies as Perceived by Students from Railroad Zone

| My Language (English) Teacher/s | Never | Rarely | Some- times | Often | Always | Average |
|---|-------|--------|----------------|-------|--------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| 4. share my personal interest in the L2 (English) learning (e.g. in learning strategies or target culture with my students. | | | | 6 | 58 | 4.91 |
| 14. serve as an example or role model in language use. | 1 | | 3 | 1 | 59 | 4.83 |
| 10. provide regular feedback about the areas in English on which they should particularly concentrate or focus | | | 3 | 9 | 52 | 4.77 |
| 5. vary/differentiate the learning tasks and other aspects of my teaching as much as I can. | | | 7 | 14 | 43 | 4.56 |
| 11. make assessment completely transparent (graded | 1 | 1 | 9 | 3 | 50 | 4.56 |

| | | | | | | |
|---|----|---|----|----|----|------|
| or not-graded). | | | | | | |
| 13. create a pleasant and supportive atmosphere (for studying English) in the classroom. | | | 10 | 11 | 43 | 4.52 |
| 9. keep the class goals/activities achievable/doable. | | | 7 | 18 | 39 | 4.50 |
| 3. include tasks that involve public display of students' skills. | 1 | | 23 | 4 | 36 | 4.17 |
| 7. bring in and encourage humor (wits, jokes) in the classroom. | 5 | 2 | 10 | 7 | 40 | 4.17 |
| 6. help learners accept the fact that they will make mistakes as part of the learning process. | 5 | 3 | 12 | 3 | 41 | 4.13 |
| 12. assess each students' achievement (improvement) not by comparing with other students but by its own virtue. | 10 | 2 | 12 | 3 | 37 | 3.86 |
| 1. apply continuous or holistic assessment that relies on many measurement tools other than pencil-and-paper tests. | | | 32 | 15 | 17 | 3.77 |
| 2. provide multiple opportunities for success in the language class. | | 6 | 20 | 23 | 15 | 3.73 |
| 8. encourage learners to attribute their failures to lack of effort. | 4 | 6 | 19 | 12 | 23 | 3.69 |

N = 64 Scale = 4.21 – 5.00 Always 3.41 – 4.20 Of 2.61 – 3.40 Sometimes 1.81 – 2.60 Rarely 1.00 – 1.80 Never

Motivational Strategies as reported by Teachers

Thirty (30) language teachers from the district (combined in all zones) were surveyed in order to know which among fourteen (14) motivational strategies are used more frequently or commonly in classrooms as the teachers examined their own actions. The top five (5) motivational strategies for the teachers were motivational strategy numbers 14, 13, 7, 11 and 10. These were highlighted in Table 6. Notably, teachers perceived that they are 'always' *servicing as an example or role model in language use* topped all motivational strategies as indicated by the weighted mean from the teachers' survey. Ironically, it appears that this highly notable strategy for teacher is not relatively what the students in all zones perceived to be. Instead, students found personalization, localization and/or contextualization to be on their top list as the way teachers commonly motivate them with strategies and content that students themselves could relate with.

Table 6. Frequency of Application of Different Motivational Strategies by Language Teachers

| As a language (English) teacher, I... | Never | Rarely | Some- times | Often | Always | Average |
|---|-------|--------|----------------|-------|--------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| 14. serve as an example or role model in language use. | | | | 12 | 18 | 4.60 |
| 13. create a pleasant and supportive atmosphere (for studying English) in the classroom. | | | | 13 | 17 | 4.57 |
| 7. bring in and encourage humor (wits, jokes) in the classroom. | | | 8 | 6 | 16 | 4.27 |
| 11. make assessment completely transparent (<i>graded or not-graded</i>). | | | 6 | 10 | 14 | 4.27 |
| 10. provide regular feedback about the areas in English on which they should particularly concentrate or focus | | | 8 | 8 | 14 | 4.20 |
| 4. share my personal interest in the L2 (English) learning (e.g. in learning strategies or target culture with my students. | | | 9 | 9 | 12 | 4.10 |

| | | | | | |
|---|----|----|----|----|------|
| 6. help learners accept the fact that they will make mistakes as part of the learning process. | | 9 | 10 | 11 | 4.07 |
| 1. apply continuous or holistic assessment that relies on many measurement tools other than pencil-and-paper tests. | 7 | 3 | 6 | 14 | 3.90 |
| 12. assess each students' achievement (improvement) not by comparing with other students but by its own virtue. | 6 | 6 | 14 | 4 | 3.53 |
| 5. vary/differentiate the learning tasks and other aspects of my teaching as much as I can. | 3 | 15 | 7 | 5 | 3.47 |
| 3. include tasks that involve public display of students' skills. | 13 | 7 | 6 | 4 | 3.03 |
| 8. encourage learners to attribute their failures to lack of effort. | 14 | 8 | 4 | 4 | 2.93 |
| 9. keep the class goals/activities achievable/doable. | 10 | 12 | 8 | | 2.93 |
| 2. provide multiple opportunities for success in the language class. | 12 | 10 | 7 | 1 | 2.90 |
| <i>N = 30 Legend: 4.21 – 5.00 Always 3.41 – 4.20 Often 2.61 – 3.40 Sometimes 1.81 – 2.60 Rarely 1.00 – 1.80 Never</i> | | | | | |

Comparing the weighted means of teachers and students' responses, difference appears to surface. It seems that students evaluated their teachers on a greater value as compared to the teachers' self-assessment of their actions in the classroom. As exemplification, teachers rated they 'sometimes'— *providing multiple opportunities for success, addressing lack of efforts, and keeping the class goals or activities achievable or doable*. Although this requires further study, the changing educational landscapes and other educational factors within and beyond the teachers control could hold the answer to such low rating self-assessment tendencies. Notably, L2 learners need many and varied opportunities to practice their skills with assistance from the teacher as well as independently. Effective teachers should devise ways to provide students additional practice and review. Öztürk and Ok (2014) and Ebata (2008) among others recognize that satisfaction as important factors in motivation. Teachers should keep on evaluating their practice in such a way that there will be meeting of minds with students.

Relationships between the responses of the teachers and students

To answer the second research question, the t-test for independent sample means was performed to validate if there is a significant difference in the responses of students and teachers regarding the frequency of application of different motivational strategies. The p-value of 0.00664 (presented in Table 7) being less than 0.05 confirmed that there is a significant difference in the responses of students and teachers in the questionnaire for motivational strategies.

Table 7. Significant Difference Between the Responses of the Teachers and Students

| Mean _a —Mean _b | t | df | p | | | |
|--------------------------------------|------|----|---|------------|---------|-------------|
| 0.5318 | 2.95 | 26 | | two-tailed | 0.00664 | Significant |

The results directed that the null hypothesis which stated that there is no significant difference between the responses of secondary school teachers and students regarding the motivational strategies should be rejected. This means that the teachers and students had different assessment on the motivational strategies as apparently indicated by the notable difference on the scales (teachers and students) weighted means. It appears that teachers rated themselves low compared to the high students' perception of their motivational strategies use. This difference may have been connected to the changing curriculum and environment. In such case, Hall and Cook (2012) suggested that changes in the contemporary communicative landscape (within the K to 12 implementation) pose challenges to L2 teachers and learners. In the same way, what teachers and students share on the classroom communication processes may not be explicitly communicated to the students or vice versa which, of course, needing further study on a differently approach or mixed methodology. Also, the *Pearson's correlation coefficient* of the teachers' and students' perception resulted to 0.61 interpreted as moderate relationship. This suggests that although students and teachers' view common motivational strategies as inherently related, their use in the classroom may have some variations and similarities as perceived by both internal stakeholders. Besides, teachers' use of motivational strategies are perceived by students to certain extent and the responses of students to such strategies are evident.

Concluding Discussions

Teachers and students generally reported that for the teachers to serve as the model in L2 use (as motivational strategy) is always commonly practiced except for students who described that it is used often in the metro zone. Additionally, creating a pleasant classroom environment and making assessment completely transparent, and encouraging humor are strategies which teachers and students are in accord with as used continually in class. Obviously, it was usual for students across the zones to observe their teachers differentiating the learning task, using other assessment tools apart from pen-and-paper, and including attribution of students' failures to lack of efforts, establishment of doable class goals, and public display of students' skills as often as possible.

On other hand, teachers' self-assessment on their motivational strategies appeared to be not in the same degree or extent compared to the ways students assess their teachers. The t-test for independent sample means indicated a significant difference in the responses of teachers and students in the questionnaire for motivational strategies. This may support why there are some inconsistencies with how students assess their teachers and/or how teachers reflect on their motivational practice in teaching L2 in classroom although further investigation is needed for justification. Moreover, Pearson's correlation coefficient of the teachers' and students' perception yielded a moderate relationship. This suggest that although students and teachers' view of motivational strategies used in the classroom may have some variations, similarities or consistencies but they are altogether related. Besides, teachers' use of motivational strategies is perceived by students to certain extent and the responses of students to such strategies are seemed to be evident. It would imply more that the more teachers employ effective motivational strategies, the more the students would be motivated and be able to notice such strategies in action. Hence, deeper discussion of such similarities,

differences and relationship requires looking into the other contextual factors which could be another subject of future study.

Apparently, some study limitations were identified that could be considered for parallel studies and other future researches. It would be better to get a bigger size of samples that could represent both teachers and students alike in a division level. There would be accompanying benefits by having a big sample size that would include 7th to 10th grade students. Most importantly, a large sample size is more representative of the greater population in large scale, limiting the influence of outliers or extreme observations. Moreover, the motivational strategies covered in this study focus only to 14 particular strategies. Hence, generalization is limited to these samples and variables. Self-report research instrument had some limitations because of the possible biases from the respondents. To get the most accurate data, one needs respondents to be as open and honest as possible with their answers. Thus, it will eventually depend on an improved motivational research survey and interview guide questions coupled by random classroom observations. One way to further improve the questionnaire is to include as many variable or subscales that motivational strategies which the extant literature may offer.

The current paper explored the common motivational strategies employed by English language teachers in the classrooms as observed by both teachers and students from the multiple secondary zones. This study corroborates teachers and students' observed engagement with the motivational strategies in L2 learning. Although there were some inconsistencies, similarities and connections on the way students viewed their teachers and how teachers assessed themselves, the *use of a variety of motivational strategies with the focus on promoting pleasant and supportive environment, holistic assessment, differentiated tasks, and humor remains* to be valuable and critical enablers in sustaining successes in the L2 classrooms. Healthy mixture of views on the best or easiest ways to facilitate motivational strategies is highly encouraging. Teachers and students conform to interesting, challenging and rewarding motivational activities that would keep them at work in exerting the much needed efforts. Such findings mentioned here are of great significance because much of the studies on motivations is limited if not on the students' perceptions or the teachers' views alone. Thus, this research is informative and suggestive of the tried-and-tested strategies that L2 learners consciously observe in their classrooms that teachers should, if not always, often apply.

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