



Motivational Strategies in Language Learning: Student-Teachers' Perceptions and Views¹

Dil Öğreniminde Motivasyon Stratejileri: Öğretmen Adaylarının Algı ve Görüşleri

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Anahtar

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Öz

Yabancı dil olarak İngilizcenin öğretimi bağlamında, öğrencilerin öğretim stratejilerine ilişkin algıları onların motivasyonlarını etkilemektedir. Bu algılar aynı zamanda dili öğrendikleri bağlamdan da etkilenmektedir. Bu çalışma, Cheng ve Dörnyei'nin çalışmasına dayanan bir ölçme aracı kullanmıştır ve bu yönüyle bahsi geçen çalışmanın uyarlanmış halidir. Ancak, bu çalışmada ilave olarak mülakat da kullanılmıştır. Bu çalışma, Türkiye'deki yabancı dil eğitimi bağlamında öğretmen adaylarının motivasyon stratejilerine ilişkin algılarını ve görüşlerini araştırmayı amaçlamaktadır. Bakış açılarını belirlemek için Ankara'da bir devlet üniversitesinde okuyan İngilizce Öğretimi Bölümü'ndeki 103 öğretmen adayına anket uygulanmıştır. Motivasyon stratejileri hakkındaki görüşlerini belirlemek için ise 13 gönüllüyle görüşme yapılmıştır. Sonuçlar, Türkiye'deki İngilizce öğretmenliği bölümündeki öğretmen adaylarının motivasyon stratejilerinin önemini farkında olduklarını göstermiştir. Ayrıca, bu çalışmaya özgü olarak, incelenen bütün stratejiler onlara atfedilen önemle alakalı olarak en yüksek puanı almıştır. Bu, Türkiye'deki öğretmen adaylarının bütün stratejilere yüksek derecede önem verdiğini göstermektedir.

Abstract

In English as a Foreign Language (EFL) context, students' perceptions of teaching strategies affect their motivation towards their language learning. These perceptions are influenced by the context in which they learn. The study is a modified replication of Cheng and Dörnyei (2007) to which it added interview as an extra data collection tool. This paper aims to investigate student teachers' perceptions and views of motivational strategies in the Turkish educational context. To determine their perspectives, a questionnaire was administered to 103 student teachers studying at the department of English language teaching of a state university. Thirteen volunteers were interviewed to identify their views on motivational strategies. The results indicated that EFL student teachers in Turkey were aware of the importance of motivational strategies. Furthermore, unique to this study, all the examined strategies were highest-ranked relative to their perceived importance, indicating that Turkish student teachers attached high importance to all strategies.

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Introduction

According to Dörnyei and Otto (1998: 65), who studied motivation in depth, motivation refers to “dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates cognitive and motor processes whereby initial wishes and desires are selected, priorities, operationalised and (successfully or unsuccessfully) acted out”. Thus, motivation is something dynamic, and it is closely related to human’s behaviour. Motivation, playing a vital role in the L2 language learning process, has long been investigated in the field of second/foreign language learning (Chen et al., 2005; Oga-Baldwin & Fryer, 2020). Given the importance attributed to motivation, the common belief is that “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” (Dörnyei, 2005: 65). The relation between motivation and achievement, and its driving force on learners in terms of learning a new language is an undeniable fact. In this sense, everything else being equal, less motivated learners cannot reach the success level of more motivated learners regarding learning the second/foreign language, and without sufficient motivation even the brightest learners are unlikely to be able to accomplish long-term goals (Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008). Moreover, the best instructional practices will be unsuccessful without proper motivation for students to engage in a learning experience.

Importance of Motivation

Motivation is considered as one of the most important factors which decides the success or failure of the process. That’s why, the importance of motivation in EFL learning process has always been recognized. According to Allwright and Bailey (1994: 182), “the motivated learners are more receptive than those who are not motivated”. The curiosity and interests of learners can be enhanced through motivation so that learners who do not have particular attitude can be supported to feel that they are involved in learning activities (Ellis, 1997: 76). Regarding these explanations, it is not difficult to state that the stronger a learner is motivated, the more success s/he will gain. Similarly, s/he will be more successful than the one who has not strong motivation. Motivation can also help learners to find an appropriate way to overcome difficulties when communicating in L2. Underlines the importance of motivation in learning, Yule (1996) emphasizes the necessity of motivation for learning and states that although L2 learner's motivation is not at the same stages, L1 learners already have strong motivation when they learn their mother tongue.

Motivation in Teaching English as a Second/Foreign Language

The question regarding how to motivate language learners has garnered attention from second/foreign language researchers due to its significant contribution to achievement in learning a second/foreign language. Indeed, motivation is one of the key factors that determines the rate and success of L2 attainment (Csizer & Dörnyei, 2005). According to Dörnyei (2001) “motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects” (p. 28). In addition, Guilloteaux and Dörnyei (2008) define motivational strategies as “instructional interventions applied by the teacher to elicit and stimulate students’ motivation” (2008: 56). In this context, motivational teaching strategies can be considered as techniques employed by teachers in their teaching practices to facilitate students’ motivation in learning a second/foreign language.

In education, motivation is a term generally used by researchers, teachers, trainers, and students. They use it when they want to explain encouraging learning of subject of any kinds. However, there is a big difference between motivation to learn any other subject and motivation to learn a second or foreign language. As in other fields, motivation has a highly significant role in learning a second or foreign language. However, despite its vital role in language learning, motivation has not wholly been decided what the sources and components of motivation for learning a language. Macaro (2003) specifies some points about the complexity of the topic: (1) Whether motivation can be measured. If not, we cannot identify different levels of motivation. (2) Motivation is not something that can be easily measured in the same way that, even if imperfectly, language aptitude or proficiency can. Besides, he advocates that being a very difficult construct, motivation has very loose boundaries and intersects with many other variables in language learning.

Motivational Strategies

An important aspect of L2 motivation research is studying the motivational strategies used by teachers can influence learners’ motivation toward learning a foreign language (e.g., Guilloteaux, 2013). Dörnyei (2001) lists more than 100 motivational strategies. These motivational strategies could be categorized into four groups: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and rounding off the learning experience (encouraging positive self-evaluation). The main idea of all these strategies is that students’ motivation for learning a foreign language is affected by the behaviours and beliefs of teachers. Therefore, motivational techniques for classroom applications have been conducted, constructed and summarized in several research studies. Dörnyei and Csizér (1998) asked Hungarian teachers of English to evaluate a list of motivational strategies, indicating the importance of the strategies and how frequently they implemented them. Ten motivational macrostrategies were formulated, and the researchers thought that Ten Commandments may not be valid in every cultural, ethnolinguistic and institutional setting, leaving room for further research. Accordingly, Cheng and Dörnyei (2007) conducted a study to examine motivational strategies that Taiwanese teachers of English can use to motivate their learners. Besides, they examined the differences between

Taiwanese and Hungarian teachers' beliefs and practices. The results were in line with the Dörnyei and Csizér (1998), indicating that some of motivational strategies were culture specific.

Teachers' and students' beliefs on foreign language learning were investigated by Banya and Cheng (1997). They studied with 23 teachers of English and 224 college students in southern Taiwan who were studying English. Findings indicated that students may have misconceptions with teachers' beliefs and the principles of classroom instruction. Although there is a meaningful recommendation regarding strategies, still a disagreement remains between teachers and students in terms of valuing some motivational strategies. Bernaus and Gardner (2008) studied with 31 teachers of English as a foreign language and 694 students in Spain examining whether teachers and students perceive the use of the same strategies differently and the effects of these strategies on students' motivation and English language achievement. Participants were asked to evaluate the frequency of use of 26 strategies in their classes. The results showed that teachers and students had agreements on the frequency of some strategies, but not on other strategies. As such, an evidence occurs to emphasize that teachers' and students' perspectives differ from each other.

Although several studies were conducted to investigate the perspective of teachers on motivational strategies, there is a dearth of research concerning the student's perspective on motivational strategies. Additionally, in general, the researchers focus on either teachers' perspective or both teachers' and student's perspective so as to make a comparison between teachers and students' perspective by using a questionnaire (e.g., Chen, et al., 2005; Guilloteaux & Dörnyei, 2008; He, 2009). The present research is a modified replication of Cheng and Dörnyei's (2007) study in Turkish context. The original study was conducted with Taiwanese teachers, so both their perspective and the implementation of strategies in their teaching practices were examined. However, in the current study, student teachers' perspectives were investigated. Additionally, qualitative data (stimulated recall interview) was applied to determine their understanding of motivational strategies. To the best knowledge of the author, no study has been conducted within this scope. Moreover, the findings of this study will add the pool of existing research and further insight into the possible situatedness of motivation, as the research was carried out in a different cultural context. The present study has two aims. First, using quantitative analyses, it attempts to identify the student-teachers' perspective of motivational strategies. Second, the current paper, applying qualitative approach, aims to shed light on student teachers' understanding of motivational strategies. Consequently, for the purpose of the current study, the following research question was proposed:

- 1- What are the perceptions and views of EFL student-teachers of motivational strategies in Turkish context?

Method

In this modified replication of Cheng and Dörnyei's (2007) study, an effort was made to enhance the reliability of the results. In this sense, some changes were implemented in the data collection and analysis, and instrumentation. A description of the participants, data collection instrument, data analysis procedure is presented below.

Participants

The participants were 103 student-teachers (83 females and 20 males) studying at the department of English language teaching of a state university in Ankara. They were senior students when the questionnaire was administered. The department of English language teaching offers the students a four-year program on teaching English as a foreign language. They were in the 21-27 age group. The average was 22.8 years old (N=103 with three students not providing an age). Whereas 89 students (86.4%) reported state school as their graduation of high schools, 14 students (13.6%) graduated from private school. Regarding a family member familiar with English, 58 participants (56.3%) ticked *yes*, while others (43.7%) reported *no*. Convenience sampling was used because the population selected was readily available and convenient.

Data Collection Instruments

The first data collection tool was Motivational Strategies Questionnaire which were divided into the ten most important motivational macrostrategies prepared by Cheng and Dörnyei (2007). The questionnaire technique is an efficient and viable way of gathering data from large sample groups (Nunan, 2004). The questionnaire was composed of two sections. In the first section, demographic data were collected about the gender, age, what kind of high schools the participants graduated (private or state) and whether a member of their family is familiar with English. The second section involved totally 48 items ranging from 'not important' to 'very important'. The questionnaire was applied to the participants in English. As it would be applied to senior students of English Language Teaching Department, it was thought that there would be no problem in understanding the language.

The first data collection tool was stimulated recall interview. With a stimulated recall, the participants were usually asked to talk about what they were thinking at the time that they were doing a task (Mackey & Gass, 2005). The participants for the stimulated recall interview data were also selected among the student-teachers who participated in the questionnaire. All participants were informed about interview and were asked to join the collaboration. However, only 13 of the participants volunteered for the study. In order to collect reliable data, the interview was done in Turkish (their first language). Using interview questions, 13 student-teachers were provided with the opportunity to express their thought about each item. The answers given by the respondents were both recorded and then transcribed by the researcher himself.

Data Analysis Procedure

This study collected both qualitative and quantitative data. To analyse the quantitative data in this study, Statistical Packages for Social Sciences (SPSS) was used. 48 teacher strategies were grouped into 10 clusters based on their content similarities. Descriptive statistics were used during data analysis. Considering reliability, Cronbach Alpha (α) was checked, and it was compared with the study of Cheng and Dörnyei (2007) (see Table 1 for the comparison of macrostrategies).

Table 1. The Comparison of Cronbach Alpha in Both Studies in Terms of Macrostrategies

Macrostrategies	Cronbach Alpha (α)	
	Cheng and Dörnyei	Current Study
Proper teacher behaviour	0.79	0.83
Recognise students' effort	0.76	0.70
Promote learners' self-confidence	0.78	0.81
Creating a pleasant classroom climate	0.59	0.71
Present tasks properly	0.55	0.72
Increase learners' goal-orientedness	0.69	0.77
Make the learning tasks stimulating	0.81	0.80
Familiarise learners with L2-related values	0.76	0.76
Promote group cohesiveness and group norms	0.73	0.77
Promote learner autonomy	0.82	0.83

The concepts of validity and reliability are mostly preferred in quantitative research rather than qualitative studies. For qualitative data, descriptive analysis methods were preferred to analyse the interview. The data were examined, analysed, and discussed through categorization according to macrostrategies in the questionnaire. Gass and Mackey, (2000) state that qualitative data analysis consists of three main processes: interview and observation, transcription of data, and the coding and explanation of data. First, the recordings were transcribed. Then, the researcher reread the transcript to find key words, phrases and/or sentences. Finally, the codes were grouped under the categories which were the macrostrategies in the questionnaire.

Due to the complex and changing nature of qualitative research, there was no agreement on determining the quality of a qualitative study (Lincoln & Guba, 2000). Table 2 presents the criteria for judging research quality from a more qualitative perspective.

Table 2. Criteria for Judging Research Quality from a More Qualitative Perspective

Traditional Criteria for Judging Quantitative Research	Alternative Criteria for Judging Qualitative Research
Validity-Reliability	Trustworthiness
Internal Validity	Credibility
External Validity	Transferability
Reliability	Dependability
Objectivity	Confirmability
Generalizability	Authenticity

Adapted from Daymon and Holloway (2003: 101)

In qualitative research, *transferability* should be considered since the aim is not to generalize the findings. Besides, *credibility*, *dependability*, and *confirmability* come into prominence while analysing data (Mackey & Gass, 2005). In qualitative research, “trustworthiness” is used instead of reliability and validity. To ensure trustworthiness and increase the quality of the research, triangulation method was applied. Credibility, which is related to internal validity, is one of those concepts that need to be considered while conducting a qualitative study. As Trochim and Donnelly (2007) state, the credibility criteria include ensuring that the participant in the research consider the findings of qualitative study as credible or believable. In this sense, to get sincere answers, a positive environment was created, and the participants were asked to interview whenever they felt themselves ready. Transferability, which is related to the external validity, refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. Within this context, the procedure, participants, and research environment were explained in detail. Instead of reliability, the term dependability is used in qualitative research (Lincoln & Guba, 1985). The idea of dependability emphasizes the need for the researcher to account for the ever-changing context within which research occurs. Thus, to enhance dependability, both interviews and audio-recordings of the observations were analysed by two researchers (Macaro, 2001). Then, two researchers compared their findings, and the results were similar with 100%. Confirmability is the confirmation and approval of the findings by others. In this research, participants had a chance to confirm their questionnaire answers by stimulated recall interview.

Results and Discussion

For determining to what extent student-teachers place importance on motivational strategies, the 10 motivational macrostrategies were rank-ordered according to the student teachers’ responses. Regarding the importance of the assessed motivational strategies, Turkish English student-teachers’ perception differed from the findings of Cheng and Dörnyei (2007) in terms of the rank order of the macrostrategies (see Table 3).

Table 3. Comparison of the Rank Order of the Macrostrategies

Macrostrategies	Taiwanese survey	Turkish survey
Proper teacher behaviour	1	1
Recognise students’ effort	2	6
Promote learners’ self-confidence	3	3
Creating a pleasant classroom climate	4	4
Present tasks properly	5	2
Increase learners’ goal-orientedness	6	9
Make the learning tasks stimulating	7	5
Familiarise learners with L2-related values	8	10
Promote group cohesiveness and group norms	9	7
Promote learner autonomy	10	8

The table shows that the first, third, and fourth macrostrategies have the rank order in both studies (proper teacher behaviour, promote learners’ self-confidence, creating a pleasant classroom climate respectively).

Table 4. Mean of Set a Personal Example with Your Own Behaviour

	Mean
Set a personal example with your own behaviour	4.43
(2) Show students you care about them	4.70
(23) Establish good rapport with students	4.49
(17) Show your enthusiasm for teaching	4.44
(47) Be yourself in front of students	4.29
(40) Share with students that you value English as a meaningful experience	4.25

Participants valued this motivational macrostrategy as the most important one in Turkey. Despite the cultural differences, it coincides with the outcome of Cheng and Dörnyei's (2007) Taiwanese findings as well as Dörnyei and Csizér's (1998) Hungarian survey. These findings confirm the importance of teachers as role models across cultures and underlying the teacher's role in language learning classrooms.

We have to make our students feel that we respect and care about them. Everything is mutual: If you respect them, you will be respected. P5

If I have a good relationship with a teacher, I am more successful in his/her lesson. Teacher should establish a good rapport with his/her students. P11

Teacher enthusiasm plays a vital role in holding students' attention. If a teacher is more enthusiastic for teaching, students become motivated. P3

Teachers should be yourself in front of students. They should not wear a mask. This is an important issue: Although some teachers are cheerful in daily life, they become dictators in class. P1

The excerpts of interview show that not only do teachers need to care about learners' learning and progress, but also they must demonstrate enthusiasm for teaching. While doing so, a positive interaction atmosphere must be created to overcome the barriers. Besides, the role of the teacher is to motivate students (den Brok et al., 2005), not to take an authoritarian role which is undesirable in the language classroom (Dörnyei & Malderez, 1997). Besides, getting in contact with students, a teacher establishes good rapport.

Table 5. Mean of Present Tasks Properly

	Mean
Present Tasks Properly	4.42
(6) Give clear instructions by modelling	4.58
(25) Give good reasons to students as to why a particular task is meaningful	4.26

This was a highly ranked macrostrategy in Turkish context. Both the Taiwanese and Hungarian studies reported similar results. All three settings underlined the importance of instructions and tasks. Students may not be motivated by a teacher's capability without clear instruction (Cheng & Dörnyei, 2007). Likely, whether tasks are presented meaningfully and appropriately plays an important role in how students will tackle them.

Instruction is very important. It should be short, clear, and understandable. Students should know what they are expected to do. In some cases, they cannot do the activity due to insufficient instruction even if they know the subject. P2

Students want to know why they are given that task and what they are doing. If they are given a reasonable explanation, they do it comprehensibly and on purpose. P8

As P2 and P8 state, the way how the learning tasks are presented and how the instruction is given determine the success of the students. This finding confirms the literature. Cheng and Dörnyei (2007) warns that “no matter how capable a teacher is, it is unreasonable to anticipate that student motivation will be aroused if the teaching lacks instructional clarity.”

Table 6. Mean of Promote Learners’ Self-confidence

	Mean
Promote learners’ self-confidence	4.38
(34) Provide students with positive feedback	4.41
(33) Make clear to students that communicating meaning effectively is more important than being grammatically correct	4.40
(36) Teach students learning techniques	4.39
(28) Encourage students to try harder	4.36
(11) Design tasks that are within the students’ ability	4.32

This one was ranked as third macrostrategy in the current and Cheng and Dörnyei (2007), and as second in macrostrategy Dörnyei and Csizér (1998). The similarity of the rank order is a much-debated issue. For example, Cheng and Dörnyei (2007) state that this macrostrategy is usually welcome in educational psychology that how students perceive or judge their own ability has a significant effect on the effort they are willing to devote to completing a task.

Students should be provided with positive feedback. Without feedback, a learner does not know what he is doing. The level of success will decrease. But with positive feedback, they can take one step beyond their level. P7

We have paid attention to accuracy in order not to make mistakes, which is not good. We are not good at speaking English due to this problem. Whenever someone said ‘she go’, we corrected him/her as ‘she goes’. There is a growing generation who cannot speak English. The message is important, not grammar rules. P4

Teacher should not expect students to learn grammar, vocabulary, or anything else through only one technique. He/she should use different techniques on purpose. P13

Providing students with positive feedback is the highest rated microstrategy. One of the student teachers reported that positive feedback encouraged students to learn and to try harder (the fourth microstrategy in this macrostrategy). Students need to be informed that giving message is much more important than making grammar mistakes. This does not mean that grammar is useless, but mistakes may be tolerated to enhance speaking ability.

Table 7. Mean of Creating a Pleasant Classroom Climate

	Mean
Creating a Pleasant Classroom Climate	4.38
(21) Use a short and interesting opening activity to start each class	4.42
(30) Create a supportive classroom climate that promotes risk-taking	4.39
(41) Avoid social comparison	4.35
(1) Bring in and encourage humour	4.34

In this study, this macrostrategy is the fourth highest-ranked strategy. Regarding the mean (4.38), it can be claimed that the participants in the Turkish context perceive this macrostrategy as an important mechanism in motivating language learners. Furthermore, the

importance of the classroom climate as a motivational strategy was placed highly in both Hungarian and Taiwanese teacher survey, in second and fourth place, respectively.

To motivate students and draw their attention to the course, short and interesting opening activities are very important. We use warm-ups and ice-breakers at the beginning of the lessons. Casing myself, I enjoyed the lessons in which teachers used amazing and entertaining activities. P12

Classroom environment is very important and should be supportive. Such kind of classroom increase students' success. There has to be a relaxed atmosphere, not a threatening one. As such, s/he will enjoy the lesson and attend the lesson. P10

I am totally against comparing someone. I do not like grading, either. A student should not be assessed according to his/her marks or social status, because each individual is unique. Beside, people differ from each other. Each person should be assessed according to his/her features. P9

I learn better in funny environments. That's why, it I important for me. P2

It is interesting that the highest-ranked microstrategy in this part is the lowest-ranked one in Cheng and Dörnyei (2007). The possible reason may be because *using a short and interesting opening activity can create a supportive classroom climate that promotes risk-taking* according to Turkish student-teachers. As it is mentioned in excerpts, a supportive classroom environment can lower the tension of learning a foreign language, which in turn promotes risk-taking. Involving in risk-taking behaviour and having a built-in component of evaluation allow learners to evaluate their own progress and success (Nunan, 2004).

Table 8. Mean of Make the Learning Tasks Stimulating

	Mean
Make the learning tasks stimulating	4.34
(45) Present various auditory and visual teaching aids	4.46
(12) Introduce various interesting topics	4.43
(43) Make tasks attractive by including novel and fantasy element	4.42
(27) Encourage students to create products	4.36
(13) Make tasks challenging	4.21
(18) Break the routine by varying the presentation format	4.16

This macrostrategy is ranked as fifth in the current study. The ranking of this strategy in the Hungarian study was sixth, but seventh in the Taiwanese study. Thus, it is closer to the Hungarian ranking.

Visuals are of capital importance, because each student learns in a different way. For example, without visual aids, I cannot learn. If I do not see the teacher, it is not possible for me to learn the lesson. P5

Bringing something new and interesting attracts their attention. While games and cartoons are good for children, famous actors and/or singer will make high school girls pay attention to the subject. P12

Interest plays a key a role in motivating students. Regarding motivation of second language learning, interest has been seen as a leading motivational element (Tremblay & Gardner, 1995). Unlike the Taiwanese participants, those participated in the current and the Hungarian studies attach more importance to this macrostrategy, whereas do not seem to strongly endorse it.

Table 9. Mean of Recognise Students' Effort

	Mean
Recognise students' effort	4.33
(46) Recognise students' effort and achievement	4.40
(8) Monitor students' progress and celebrate their victory	4.31
(15) Make sure grades reflect students' effort and hardwork	4.22
(42) Promote effort attributions	4.40

This strategy was ranked second in Cheng and Dörnyei's (2007) study indicating that Taiwanese teachers attach high importance to this macrostrategy. Although it was ranked sixth in this study, the mean (4.33) shows that Turkish student teachers were also aware of its importance. However, the result of both studies is certainly a dramatic contrast to the results of Dörnyei and Csizér (1998), where strategies concerning how to respond to or reward students' effort failed to make the top 10 list (Cheng & Dörnyei, 2007). The difference in the findings could be attributable to cultural difference.

Students want the teacher to recognize their effort and success. In this sense, if the teacher supports their effort and success, permanent learning occurs. Likely, this recognition makes them feel confident. P8

We should always celebrate students' progress. They should be motivated towards English. They need to feel their victory. The most important thing is that they should know we care about them. P3

I become happy when something I did is celebrated. That's why, recognising students' effort and celebrating their victory means a lot for me. P2

A teacher's recognition of students' effort and celebration of their success shows how much she/he cares about their progress and helps establish good rapport. When students feel that their effort and achievement are recognized by the teacher, they become more motivated and develop positive attitudes towards the lesson. Furthermore, this microstrategy can promote students' self-confidence and motivate them to try even harder.

Table 10. Mean of Promote Group Cohesiveness and Group Norms

	Mean
Promote group cohesiveness and group norms	4.28
(3) Allow students to get to know each other	4.40
(35) Ask students to work toward the same goal	4.33
(5) Explain the importance of the of the class rules	4,26
(44) Encourage students to share personal experiences and thoughts	4.26
(16) Let students suggest class rules	4.17

Although this macrostrategy did not make the top 10 in the Hungarian study, it was ranked seventh and ninth in the Turkish and the Taiwanese study, respectively. Research has shown the "importance of the dynamics of the learner group in shaping the L2 learning process" (Dörnyei & Malderez, 1997: 65), and that L2 research lacks adequately analysis regarding such issues (Dörnyei & Murphey, 2003).

Group works and games are important. Because these activities help students to develop both individually and socially. P1

Interaction is needed: It is important to interact with the language while learning a foreign language. To this respect, students may be asked to do a role-play in groups. Besides, they feel relaxed in group activities. P5

Regarding classroom management, explaining the class rules and including students to form these rules is important. They will obey these rules formed by themselves. P2

The extracts confirm Dörnyei and Malderez (1997) who underline the advantages of groups, when utilized effectively in the language class. A group can be used to accomplish tasks more effectively. It also can act as a tool for providing stamina and support. Additionally, it may help learners to internalize the spirit of learning. Thus, the participants of this study are more conscious of the importance of groups.

Table 11. Mean of Promote Learner Autonomy

	Mean
Promote learner autonomy	4.24
(14) Teach self-motivating strategies	4.39
(37) Adopt the role of a 'facilitator'	4.39
(48) Allow students to assess themselves	4,34
(24) Encourage peer teaching and group presentation	4.32
(22) Involve students in designing and running the English course	4.05
(29) Give students choices in deciding how and when they will be assessed	3.97

It is true that motivation is the source of every success. Teachers should teach self-motivating strategies to their students. For example, encouragement should be taught. When they notice that they can do something on their own, they believe in themselves, they become motivated, and this brings success. P4

Teacher is not at the centre of the teaching. During this process, students are active, and teachers are facilitators. For example, when a student has a problem, it is not teacher to solve the problem, instead he is the one who guides them to solve the problem. Thus, the student will be encouraged and gain experience. P10

Learner autonomy is becoming increasingly recognized in the contemporary EFL classroom. The student's environment should be autonomy-supporting which leads to increased intrinsic motivation (Deci & Ryan, 1985). When extract of P10 is examined, it can be observed that the participant put emphasize on the student's ability to take charge of his or her own learning which can be defined as autonomy (Kumaravadivelu, 2003). There is a relation between autonomy and student-centeredness because learners are responsible for her/his own learning. Rating this macrostrategy as the lowest one, Taiwanese teachers valued the teacher-centred approaches. Although it was ranked eighth in Turkish context, the mean (4.24) indicates that Turkish student teachers attach high importance to this macrostrategy. Perhaps this is because participants of this study are *students* (they do not have teaching experience). As Benson (2000) claims even though it is a well-known and valued educational objective, learner autonomy does not occur widely in actual teaching practice.

Table 12. Mean of Increase Learners' Goal-orientedness

	Mean
Increase learners' goal-orientedness	4.20
(26) Find out students' needs and build them into curriculum	4.41
(20) Help students develop realistic beliefs about English learning	4.16
(10) Encourage students to set learning goals	4.12
(31) Display the class goal in a wall chart and review it regularly	4.11

When a curriculum is designed, students' needs must be taken into consideration. A student will not benefit from a lesson if his/her needs are not considered. The more we care about their

request and needs, the more beautiful lesson will be. Because our aim is to teach something to the students, of course their interests, request, and needs are important. Nothing is important than this issue. P4

They must determine reasonable, achievable, and realistic goals so that they can do. P7

This strategy ranked sixth and ninth in the Taiwanese and Hungarian studies, respectively. Thus, the finding of current study coincides with the responses of the Taiwanese teachers who seem to attach more importance to this macrostrategy. As was the case in Taiwanese study, the strategy *display the class goals in a wall chart and review it regularly* is the lowest ranked microstrategy in this study.

Table 13. Mean of Familiarise Learners with L2-related Values

	Mean
Familiarise learners with L2-related values	4.15
(39) Increase the amount of English you use in the class	4.53
(32) Introduce authentic cultural materials	4.38
(38) Encourage students to use English outside the classroom	4,36
(4) Familiarise students with the cultural background of the target language	4.04
(9) Remind students of the benefits of mastering English	4.00
(19) Invite English-speaking foreigners to class	3.99
(7) Invite senior students to share their English learning experiences	3.75

Unlike the Turkish context, this macrostrategy had a relatively low ranking in both studies (eighth and tenth in the Taiwanese and Hungarian studies respectively). The rank order of this cluster was tenth in present study, but as the mean indicates (4.15), it was still a high rated strategy.

Using English in class plays a vital role, because they do not have a chance to use it outside the class. In many cases, unfortunately, class is the only place in which we can use English. However, it is surprising that teachers either do not use English in the classroom or use only a few words. I do not mean that only English should be used even in all circumstances, yet it should be used mostly. Student also do not want to speak due to being afraid of the pronunciation. In fact if the amount of speaking English increases, most of the problematic words will be corrected automatically. P7

Authentic materials such as magazines, newspapers, and songs play a key role in learning a language. Students pay more attention to the lesson and become more motivated. That's why, authentic materials should be included in each step of teaching a foreign language. P6

Students should be guided to use English outside the class. They need teacher's support regarding this issue. They may be provided books, videos, or some other materials. They should be taught how to use English in daily life. Yet, the number of teachers who encourage students to use English outside the classroom is few. They are not aware of chat-rooms, pen-friends, etc. Students need guidance in knowing how to use English outside the classroom. P3

The extracts depict that the student teachers value the instrumental motivation rather than integrative motivation which is in line with previous research stating that the dominant type of motivation is instrumental among college students in Oman (Fahmy & Bilton, 1992) and in Taiwan (Benjamin & Chen, 2003). Although Hungarian teachers did not attach importance to this macrostrategy, instrumental and integrative were two motivational subsystems found in the Hungarian context (Dörnyei, 1990)

Conclusions

Following Cheng and Dörnyei's (2007) methods, this study has attempted to shed some light on the perceptions and views of EFL student teachers in Turkish context. This research replicated several main findings of the earlier studies. As in Taiwan and Hungary, *appropriate teacher behaviours* emerged as the most important macrostrategy. Moreover, *promote learners' self-confidence* and *creating a pleasant classroom climate* were also believed to be highly important, rated third and fourth in both Taiwanese and Turkish contexts. Unlike the Taiwanese and Hungarian studies, the findings of current study, perhaps the most striking one, showed that participants attached high importance to all ten macrostrategies together with 48 microstrategies. There may be two possible reasons: Culture and the position of participants. Research indicates that culture has great potential for dampening the motivation of some learners (Burns, 2010). In addition to these studies, Cheng and Dörnyei (2007) states similarities and/or dissimilarities may occur between studies due to cultural issues, meaning that some strategies are culture-sensitive or even culture-dependent.

Second reason for why participants attached high importance to all strategies may be because of their position. All participants are student teachers and they do not have actual teaching experience. Regarding learner autonomy, Benson (2000) draws attention to the fact that it is not commonly employed in actual teaching practice despite being well-recognized and valued educational objective. This point-view of macrostrategy may be generalized to other macrostrategies.

Suggestions for Future Study

The findings of this study surprisingly rated all strategies high. As such, this research can be replicated as a longitudinal study in order to compare the current perspectives and views of EFL student teachers with their implementation of motivational strategies in the actual teaching practices. Considering limitations of self-reporting, data obtained through observation will increase the reliability. It will also provide a chance to observe the differences, if any, between the importance of motivational strategies and the frequency with which they employ them in the classroom.

Limitations

All findings and inferences are based on self-reporting by the participants. Thus, the findings are subject to the inherent limitations of self-reporting. Observing them in actual classroom practice could provide more reliable data.

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