Turkish EFL Instructors' Perceived Importance of Motivational Strategies: A Descriptive Study

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Abstract: This study investigated how important Turkish EFL teachers perceive the ELT motivational strategies that are implemented in adult EFL teaching. 52 EFL instructors working in preparatory schools of foreign languages in four state universities in Turkey participated in the current study. The perceived importance of ELT motivational strategies was found in relation to various preselected independent variables to see the effects of some demographic aspects on the perception of ELF teachers. These variables were gender, educational background, and year of teaching experience. The results indicated several results regarding the relationship between the perceived importance of EFL teaching motivational strategies and the selected variables. Gender has a fairly limited significant effect on the perceived importance of the strategies whereas educational background and year of teaching experience showed more effect respectively. The study pointed out that intra-cultural aspects also influence the EFL teachers' related perception on the issue in addition to the cross-cultural aspects, which were discussed in the prior research.

Keywords: English language teaching, motivation, strategy, gender, educational background, teaching experience.

Introduction

The term 'motivation' concerns the direction and magnitude of human behaviour and it is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it (Dörnyei & Ushioda, 2011). Motivation has always been a key aspect to explain second language (L2) learning process and the human behaviour driving it. As a topic widely referred to in L2 learning research, motivation is a vital affective factor (Siegel, 2005) that

influences any success or failure in L2 learning. Dörnyei and Csizer (1998) assert that L2 motivation is one of the most important factors that is related to the rate and success of L2 attainment. Similarly, Moskovsky, Alrabai, Paolini, and Ratscheva (2012) also regard L2 motivation as the driving force that enables learners to expend sustained effort that is needed to learn L2. Orientation or motivation is seen as an underlying reason for learning L2 within the sociostructural and sociocultural framework (Siegel, 2005) – that is, motivation is directly related to the individual orientation between one's native language (L1) and L2. To add, Siegel (2005) also discusses the effect of motivation from a social psychological point of view by asserting that motivation is usually perceived "as the inclination to put in effort to achieve a desired goal – namely acquisition of L2" (Siegel, 2005: p. 185). Thus, motivation serves both as a psychological factor or an inner drive to learn L2 and as a social factor or as an outer drive to learn L2. For L2 learners, motivation is thought to be in direct relation to other both a learner-internal and a learner-external factors such as attitude, aptitude, self-confidence, foreign language anxieties, intelligence, learning and communication strategies, and so on (Moskovsky, 2012).

Mostly based on Gardner's (2001) motivation theory, this duality is explained by the integrative and instrumental dichotomy. Integrative motivation relates to learners' wish to identify with and engage in the L2 speaking community whereas instrumental motivation relates the underlying factors of learning L2 to instrumental purposes, such as getting a better job or fulfilling certain educational requirements (Dörnyei & Csizer, 1998; Siegel, 2005; Spolsky, 1989). The type of orientation is strictly bound to the individual's social context; thus, it is suggested that L2 motivation research has recently shifted its attention to classroom specific aspects and context of motivation (Dörnyei, 2007). In other words, lately, research deals with practical implications of L2 motivation that are relevant to actual classroom practice.

At this juncture, it is important to note that the crucial role of L2 teachers and their impact on learners' motivation need to be acknowledged (Moskovsky, 2012). Cheng and Dörnyei (2007) underline that as the importance of L2 motivation and researching it in the classroom context are demonstrated, research needs to put the

emphasis on strategies of L2 motivation. Therefore, teacher motivational strategies, the strategies that are valued, adopted, and implemented by L2 teachers to increase motivation of L2 learners are of great importance to understand the theory behind L2 motivation.

Literature Review

According to Guilloteaux (2013), motivational strategies are instructional interventions consciously applied by teachers to elicit, enhance, and sustain motivated behaviour of L2 learners. Additionally, Guilloteaux and Dörnyei (2008) also emphasized the self-regulating motivational strategies that are used purposefully by L2 learners to manage the level of their own motivation. However, in the current study, the former type of motivational strategies was taken into the account.

Literature provides us a systematic approach of categorization with respect to motivational strategies. Dörnyei (2001) provided a systematic categorization that classifies motivational strategies into four dimensions: (a) basic motivational conditions that refer to establishing a supportive classroom environment and a cohesive learning group, (b) generating the initial motivation for L2 learners by enhancing their values and attitudes about language course and setting a goal for it, (c) maintaining motivation by using proximal sub-goals as stimulators, and (4) encouraging self-evaluation by valuing effort rather than ability. These macro-strategies serve as a framework and may include a number of motivational techniques. Dörnyei (2001) presented more than a hundred techniques within a certain theoretical framework.

In prior research, there are a number of studies investigating this rich list of motivational strategies provided by Dörnyei (2001) in smaller contexts. Before the publication of *Motivational Strategies in the Language Classroom* by Dörnyei (2001), Dörnyei and Csizer (1998) questioned the perceptions of Hungarian teachers of English from various professional backgrounds. They investigated the data collected

from 200 L2 teachers and compiled a set of ten commandments based on the frequency data. The second research by Cheng and Dörnyei (2007) replicated the previous study with 387 Taiwanese teachers of English as a foreign language. Their result demonstrated that some motivational strategies presented earlier studies are transferable into the Taiwanese context whereas differences regarding teachers' overuse or underuse of different strategies also exist. This indication of the existence of culture-sensitive and culture-dependent strategies was followed by other research by Alrabai (2011) in the Saudi Arabian context, which demonstrated that proper teacher attitude and preference of techniques resulted in less learner anxiety and higher self-confidence. Another research in the context of USA also proposed that there are cross-cultural differences regarding L2 teachers' perceptions of motivational strategies (Ruesch, Bown, & Dewey, 2012). Last, Guilloteaux (2013) also underlined the dissimilarities among the strategy preferences of L2 teachers from different cultural backgrounds based on the research conducted within the Korean context.

As presented, the literature gives clear empirical evidence on that there are some strategies that are preferred by teachers cross-culturally and also the perceived importance may differ from one culture to another to some extent. Nevertheless, the prior research did not provide tangible indications about the intracultural perception of motivational strategy use and perception in L2 education in Turkey. That is, there is no such study investigating the demographic variation of L2 teachers with respect to their motivational strategy perception of importance within the Turkish context. Thus, this study aims to contribute to the existing debate by questioning the motivational strategy perception of L2 teachers within one culture: Turkish EFL instructors. Based on this purpose, this study intends to investigate:

- whether there is an impact of teachers' gender on motivational strategy perception of Turkish EFL teachers.
- whether there is an impact of teachers' educational background on motivational strategy perception of Turkish EFL teachers.

- whether there is an impact of teachers' experience on motivational strategy perception of Turkish EFL teachers.

Method

Research context

The current research is conducted in Turkey with instructors whose teaching practice includes tertiary level foreign language education. In Turkey, instructors work as EFL teachers within the administration of schools of foreign languages. Most state and private universities have schools of foreign languages. These schools are responsible for two main teaching practices within the tertiary level context. The first is to administer preparatory classes, which are the initial classes for every department that requires their students to reach a certain level of foreign language proficiency. If the enrolled student is unable to obtain the sufficient score in the required proficiency exam, he needs to learn the required foreign language in schools of the foreign language. Second, they are also responsible for foreign language courses in a specific department's course plan throughout the degree programme. In sum, instructors are composed of foreign language teachers who mostly work in university contexts and they deal mostly with adult foreign language learners. The data analysed in the current study are collected only from instructors who work in four state universities in Turkey.

Design and procedure

The research is interested in the opinions of Turkish EFL instructors' perceptions of importance for motivational strategies to be applied in EFL classes. Thus, quantitative survey research method (Fraenkel, Wallen, & Hyun, 2012) was utilized. To describe the characteristic of the specific population, an exploratory survey research was conducted to present the relationship between the perceived importance and certain demographic characteristics such as age, gender, and year of teaching experience.

A certain procedure was followed in the current research. The procedure can be presented in four steps: developing the instruments, recruitment of the participants, implementation of the instrument and data collection, and last data analysis.

Instrument

The instrument utilized is a survey called "Perceived Importance of EFL Teaching Motivational Strategies Survey". The strategies were originated from the systematic framework regarding EFL motivational strategies suggested by Dörnyei (2001). The survey is derived from the earlier studies conducted by Dörnyei and Csizer (1998) and Cheng and Dörnyei (2007). The survey is composed of two parts. The first part includes a brief explanation of the research and research purposes, which is followed by demographic information of the participants such as gender, age, educational background, and years of teaching experience. The second part of the survey is composed of 48 EFL teaching motivational strategies suggested by Cheng and Dörnyei (2007) that are asked on a seven-point scale (1='not important' > 7 'very important'). After the computation of all 48 items for reliability statistics, Cronbach's Alpha was found .92, which is highly acceptable.

Participants

The participants include 52 (38 female, 14 male) EFL instructors working in state universities in Turkey. They all speak Turkish as L1. Among the participants, 19 instructors hold an undergraduate ELT degree whereas 33 participants hold a graduate degree. To add, their experience varies. 10 participants have 0-5 years of experience, 19 participants have 6-10 years of experience whereas 23 participants have 11+ years of experience in teaching EFL.

The main criterion for the selection of the participants was to be an EFL instructor. EFL instructors were chosen for two reasons: first to eliminate the possible effect of other foreign language teaching contexts and to avoid the specific influence of teaching in other school cycles on the perception of importance with regard to motivational strategies. The second criterion was to be a Turkish EFL instructor

whose L1 was Turkish. The rationale behind this criterion was to eliminate any cross-cultural effects in the study. As for the sampling, snowball sampling method (Fraenkel, et al., 2012) was implemented. As the participants meeting the above-mentioned criteria were included into the research, they suggest related people within their network and then, these people were also invited to the current study.

As for the ethical concerns, it is important to note that all the participants of the sample group participated in the research on a voluntary basis. Additionally, they do not receive any financial gain for their participation.

Data collection

The data were collected through two means. First, the survey implemented was used in hardcopy to collect data from the instructors living in the same city as the author of the current research. Hardcopy was preferred for reason of practicality in terms of collecting, following, and sorting. Second, for the participants living in other cities, an online version of the survey was developed and the softcopy version of the survey was disseminated through snowball sampling method.

Data analysis

The data were analysed by using the software called *Statistical Package for the Social Sciences (SPSS)*, version 21.0. Internal consistency was tested by a reliability analysis and for each cluster, Cronbach's Alpha internal consistency reliability coefficients were computed (Cronbach's Alpha= .92). Later, the relationship between the gender, education, and years of experience to the EFL teaching motivational strategies' perceived importance was found using statistical comparative analyses. For gender and education, independent samples t-test was used whereas for years of experience, a different comparative means was used. For value labels, "male" and "female" were used for gender while "undergraduate" and "graduate" were used for defining the background education depending on the degree that the participants hold. The years of teaching experience was first categorized into three classes: "0-5 years" for novice teachers, "6-10 years" for mid-experienced teachers, and "11+ years" for experienced teachers. Such a categorization was used to stabilize the analysis and to figure out if

there is any difference among the experience groups. The grouping rationale of years in each experience class was based on Gatbonton's (2008) criterion for being an experienced EFL teacher. According to her study, at least ten full years of teaching experience was accepted to be the criterion for being "experienced" EFL teachers. To add, the previous 10 years of teaching experience was divided into two by the author of the current research to see the difference between novice (0-5 years) and mid-experienced (5-10 years). The reason why novice teachers' experience was not taken as 0-2 years as in Gatbonton's study (2008) is that two-year-experienced EFL teachers are unlikely to work as instructors in state universities in the Turkish context. After this categorization one-way ANOVA was used to compute the relationship between the year of experience and 48 strategies' perceived importance.

Results

The statistical analysis provided a number of significant differences among the selected variables, which are gender, educational background, and years of teaching experience.

First, gender seems to have a limited effect on the perceived importance of teaching motivational strategies among Turkish EFL instructors. Two items displayed significant difference with regard to the gender. It was shown that male EFL teachers have a higher tendency to perceive bringing in and encouraging humour in the classroom context than female EFL teachers. On the contrary, there was also a significant difference between female and male EFL teachers when it comes to considering explaining the importance of the class rules as an important motivational strategy; female EFL teachers perceive it slightly more important than male EFL teachers. In sum, just a few EFL teaching motivational strategies significantly differ in terms of gender difference. Table 1 presents the above-mentioned results.

Table 1. Significant results on the effects of gender on perceived importance of EFL teaching motivational strategy.

Item	Gender	N	Mean	Std. Deviation	Sig.
Q1. Bring in and encourage humour	Female	38	5,7632	1,26136	,021
	Male	14	6,3571	,63332	
Q5. Explain the importance of the class rules	Female	38	5,5263	1,51990	,020
	Male	14	5,4286	,75593	

Second, the educational background also plays a key role in the perception of importance towards EFL teaching motivational strategies. For example, EFL teachers who hold an undergraduate level degree see it more important to show one's enthusiasm for teaching compared to graduate degree holders. To add, it is more important for the undergraduates to create a supportive classroom climate so as to encourage learners to take risks. Similarly, undergraduate EFL teacher regard providing students with positive feedback significantly more important than the EFL teachers with a graduate degree diploma. What is more, it is more important for the undergraduate holder EFL teachers to teach students learning techniques and also to avoid social comparison as a motivating strategy to utilize in the ELT process. Whereas encouraging humour in the graduate degree holders perceived the classroom as more important. To sum up, there were a number of EFL teaching motivational strategies that were perceived as more important by the undergraduate level EFL teachers. The following table is presented to illustrate the related results.

Table 2. Significant results on the relation of educational background on perceived importance of EFL teaching motivational strategy.

Item	Education	N	Mean	Std. Deviation	Sig.
Q1. Bring in and encourage humour	Undergraduate	19	5,6842	1,45498	,050
	Graduate	33	6,0606	,93339	
Q17. Show your enthusiasm for teaching	Undergraduate	19	6,7368	,45241	,000
	Graduate	33	6,2424	,96922	

Q30. Create a supportive classroom climate that promotes risk-taking	Undergraduate	19	6,2105	,53530	,001
	Graduate	33	5,6970	1,15879	
Q34. Provide students with positive feedback	Undergraduate	19	6,5789	,50726	,021
	Graduate	33	6,2727	,97701	
Q36. Teach students learning techniques	Undergraduate	19	6,2105	,71328	,030
	Graduate	33	5,7576	1,27550	
Q41. Avoid social comparison	Undergraduate	19	6,1053	,93659	,036
	Graduate	33	5,5758	1,37000	
Q42. Promote effort attributions	Undergraduate	19	6,0000	,74536	,050
	Graduate	33	5,8485	1,06423	

Last, one-way ANOVA results revealed that teaching experience has a more considerable effect on EFL teaching motivational strategy perception compared to gender and educational background. To illustrate, perceived importance of the strategy called encouraging students to set learning goals is lower for novice EFL teachers. As the EFL teacher gains experience in the teaching career, the perceived importance gets higher. Moreover, the experienced teachers perceive this strategy more important than less experienced ones. Secondly, similar to the previous strategy, designing tasks that are within the students' ability is seen as the most important by the experienced teachers. What is more, it is the most important strategy for the experienced and the least for novice teachers to introduce various interesting topic in the ELT process. Likewise, when it comes to teaching self-motivating strategies as a motivational strategy within EFL teaching context, is not perceived as important for novice EFL teachers as the experienced ones. The similar increasing pattern regarding the perceived importance as the EFL teachers gain more experience was obvious for the other strategies, which were to break the routine by varying presentation formats, to invite English speaker foreigners to the classroom, and to adopt the role of teacher as facilitator in the EFL classroom. Last, authentic materials were regarded as more important by mid-experienced and experienced EFL teachers than novice ones. In conclusion, there were significantly different results about the effect of teaching experience on how important the teachers perceive EFL teaching motivational strategies. The results showed that experienced

teachers' importance perception was higher for certain strategies. Table 3 demonstrates the statistics about the results above.

Table 3. Significant results on the effects of years of teaching experience on perceived importance of EFL teaching motivational strategy.

Item	Experience	N	Mean	Std. Deviation	Sig.
Q10. Encourage students to set learning goals	1-5 Years	10	5,6000	,96609	,002
	6-10 Years	19	5,8947	1,19697	
	11+ Years	23	6,6957	,47047	
	Total	52	6,1923	,99091	
Q11. Design tasks that are within the students' ability	1-5 Years	10	6,0000	,94281	,018
	6-10 Years	19	5,6316	1,11607	
	11+ Years	23	6,4783	,73048	
	Total	52	6,0769	,98710	
Q12. Introduce various interesting topics	1-5 Years	10	5,5000	1,08012	,002
	6-10 Years	19	6,2632	,80568	
	11+ Years	23	6,6522	,64728	
	Total	52	6,2885	,89303	
Q14. Teach self-motivating strategies	1-5 Years	10	5,5000	,84984	,007
	6-10 Years	19	5,7368	,99119	
	11+ Years	23	6,4348	,66237	
	Total	52	6,0000	,90749	
Q15. Make sure grades reflect students' effort and hard work	1-5 Years	10	6,3000	,82327	0,46
	6-10 Years	19	5,9474	,84811	
	11+ Years	23	5,3043	1,39593	
	Total	52	5,7308	1,17349	
Q18. Break the routine by varying the presentation format	1-5 Years	10	5,2000	1,03280	,005
	6-10 Years	19	6,1579	1,16729	
	11+ Years	23	6,4348	,66237	
	Total	52	6,0962	1,03393	
Q19. Invite English-speaker foreigners to class	1-5 Years	10	4,9000	1,37032	,029
	6-10 Years	19	5,0000	1,05409	
	11+ Years	23	5,6522	1,11227	
	Total	52	5,2692	1,17349	
Q32. Introduce authentic cultural materials	1-5 Years	10	4,9000	,73786	,025
	6-10 Years	19	6,0000	1,15470	
	11+ Years	23	5,8261	1,02922	

	Total	52	5,7115	1,09072	
Q33. Make clear to students that communicating meaning effectively is more important than being grammatically correct	1-5 Years	10	5,8000	,78881	,049
	6-10 Years	19	6,4737	,61178	
	11+ Years	23	5,8261	1,11405	
	Total	52	6,0577	,93753	
Q37. Adopt the role of a 'facilitator'	1-5 Years	10	5,4000	1,26491	,010
	6-10 Years	19	6,0000	,94281	
	11+ Years	23	6,4783	,66535	
	Total	52	6,0962	,97538	

Discussion

The first research question of the current study was whether there is an impact of teachers' gender on motivational strategy perception of Turkish EFL teachers. The statistical analysis indicated that gender has little effect on the perception of importance with regard to EFL teaching motivational strategy among teachers. Only two out of 48 motivational strategies were significantly different depending on the gender of the EFL teacher. This limited effect supports the prior research on the issue. Similarly, in Martin and Marsh's study (2005), academic motivation and engagement with male and female students are the same for male and female teachers; thus, academic motivation and engagement in the classroom does not significantly vary according to the teacher's gender. It is also possible that this result emerged due to the limited participation of male EFL teachers to the current study. That is, inadequate number of male EFL teachers may have influenced the statistical analysis.

Second, the study investigated whether there is a moderate effect of teachers' educational background on motivational strategy perception of Turkish EFL teachers. The analysis of the results revealed more significant differences in relation to teachers' educational background compared to the effect of gender; seven out of 48 motivational strategies were in relation to the educational background of EFL teachers. All the significant differences demonstrated the same pattern. Undergraduate degree holders showed higher means of perceived importance of motivational strategies in the ELT process. To the author's knowledge, the prior

study does not provide any findings regarding the effect of teachers' educational background on teaching motivational strategies' perceived importance. However, the ELT motivational strategies that the current study rests on were originated from Dörnyei's framework (2001). In his framework, he proposed a list of strategies that can be listed into four: (1) conditions in the classroom, (2) generating initial motivation, (3) maintaining and protecting the motivation, (4) positive self-evaluation. The strategies that were perceived as significantly more important by the undergraduate teachers were mostly about the generation of initial motivation, and maintaining and protecting it. This shows that undergraduate EFL teachers concern creating the motivation among learners at the first place and making it sustainable more.

The last research question inquired whether there is an impact of teachers' experience on motivational strategy perception of Turkish EFL teachers. ANOVA results demonstrated that teaching experience is the most significantly related variable among the selected ones and it has more influence on the perceived importance than gender and educational background. That is, ten motivational strategies significantly differ according to the teaching experience of EFL teachers. What is more, most significantly differed items showed the same pattern, which was that experienced teachers' perceive the EFL teaching motivational strategies more important than novice and mid-experienced teachers. This might due to the fact that experienced teachers naturally have more classroom experience; thus, based on the instances that they encounter throughout their career, they value the effect of these strategies more than less experienced EFL teachers. This result is somewhat supporting the prior research; in that Klassen and Chiu (2010) suggested that the effect of years of teaching experience increases for teachers with 20 to 25 years of teaching experience three teacher efficacies gradually: teaching strategies, classroom management, and student engagement. What is more, this increase is regular until 20 to 25 years of teaching although then it decreases. Similarly, perceived importance of EFL teaching motivational strategies also increases significantly throughout the teaching career.

Conclusion

This study concludes that EFL teachers who work in collage education contexts perceive ELT motivational strategies highly important. Furthermore, the perceived importance varies according to certain independent variables significantly. Especially in terms of teaching experience, perceived importance gets higher as EFL teachers gain more experience in their career. Year of experience is the most influential variable in the scope of this research. Additionally, educational background has also a considerable effect on the perceived importance of ELT motivational strategies. Undergraduate degree holder EFL teachers seem to regard some motivational strategies more important. Last, gender of EFL teachers influences the perceived importance the least compared to the other selected variables inquired in the current study.

There are several limitations that set the framework of this study. First, sampling is an important limitation: This study limited only to the EFL teachers working in adult context at the university-level EFL education in Turkey. Second, sample size is another limitation: There were only 47 EFL teachers participated in the study and accordingly, the results are limited. Moreover, selected variables constitute the third limitation of the study. The results are limited to the effects of EFL teachers' gender, educational background, and year of teaching experience as the independent variables. Last, the selected motivational strategies form another limitation. The ELT motivational strategies presented in the earlier studies (Dörnyei & Csizer, 1998; Cheng & Dörnyei, 2007) were utilized in the current study. Unique strategies that are not listed by these studies were not included in the inquiry.

Based on the conclusions drawn, it is possible to suggest some practical implications for EFL practitioners. It is obvious and asserted many times that motivation is a key factor in L2 context and L2 motivation is critical to determine the rate and success of L2 attainment (Dörnyei & Csizer, 1998). Accordingly, ELT motivational strategies are important to form the learners' motivation; thus, important to influence learners' achievement in the ELT process. It is suggested for EFL teachers to consider their motivational strategy perception. Furthermore, for the school administrators, it is

important to take the EFL teachers' educational background and year of teaching into the account. So that they can understand what kind of ELT motivational strategies are paid the most and least importance in their institutions.

The further research should concentrate on several aspects. First, it is significant to see the effects of perceived importance of EFL teachers working in other school cycles. By doing so, it can also be possible to compare and contrast the perceived importance of ELT motivational strategies in terms of young and adult education contexts. Second, the further research should replicate the inquiry with larger and more diverse samples to be able to provide more accurate generalizations. Third, other educational, social, and cultural variables can also be questioned in the further research to have a wider understanding of the phenomenon. Last, the further research needs to focus on the frequency of use regarding the ELT motivational strategies to see the degree of overuse and underuse by comparing the values of perceived importance. This will present how important EFL teachers perceive a certain motivational strategy and how frequently he or she actually uses it.

Acknowledgements

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Appendix

Perceived Importance of EFL Teaching Motivational Strategies Survey

Dear participant,

This research aims to measure the perceived importance of various motivational strategies that can be used in EFL classroom in Turkish EFL context. The first part of the survey includes your demographic information. The second part is composed of 48 motivational strategies. Please rate them according to the following seven-point scale (**1= Not important / 7= very important**), which shows how important you perceive the related motivational strategy. Please make sure that you fill both parts completely. I would like to thank you for your kind participation

Res. Assist. Özgehan UŞTUK

1. Part: Demographic information

Age:	
Gender	Female □ Male □
Education	Undergraduate □ Master □ Phd □
Total teaching experience	_____ Year(s)

2. Part: Motivational strategy

Motivational strategy	Perceived importance						
	Not important ⟷ Very important						
	1	2	3	4	5	6	7
Bring in and encourage humour	□	□	□	□	□	□	□
Show students you care about them	□	□	□	□	□	□	□
Allow students to get to know each other	□	□	□	□	□	□	□
Familiarise students to use English outside the classroom	□	□	□	□	□	□	□
Explain the importance of the class rules	□	□	□	□	□	□	□
Give clear instructions by modelling	□	□	□	□	□	□	□
Invite senior students to share their English learning experience	□	□	□	□	□	□	□

Monitor students' progress and celebrate their victory	☐	☐	☐	☐	☐	☐	☐
Remind students of the benefits of mastering English	☐	☐	☐	☐	☐	☐	☐
Encourage students to set learning goals	☐	☐	☐	☐	☐	☐	☐
Design tasks that are within the students' ability	☐	☐	☐	☐	☐	☐	☐
Introduce various interesting topics	☐	☐	☐	☐	☐	☐	☐
Make tasks challenging	☐	☐	☐	☐	☐	☐	☐
Teach self-motivating strategies	☐	☐	☐	☐	☐	☐	☐
Make sure grades reflect students' effort and hard work	☐	☐	☐	☐	☐	☐	☐
Let students suggest class rules	☐	☐	☐	☐	☐	☐	☐
Show your enthusiasm for teaching	☐	☐	☐	☐	☐	☐	☐
Break the routine by varying the presentation format	☐	☐	☐	☐	☐	☐	☐
Invite English-speakers foreigners to class	☐	☐	☐	☐	☐	☐	☐
Help students develop realistic beliefs about English learning	☐	☐	☐	☐	☐	☐	☐
Use a short and interesting opening activity to start each class	☐	☐	☐	☐	☐	☐	☐
Involve students in designing and running the English course	☐	☐	☐	☐	☐	☐	☐
Establish good rapport with students	☐	☐	☐	☐	☐	☐	☐
Encourage peer-teaching and group presentation	☐	☐	☐	☐	☐	☐	☐
Give good reasons to students as to why a particular task is meaningful	☐	☐	☐	☐	☐	☐	☐
Find out students' needs and build them into curriculum	☐	☐	☐	☐	☐	☐	☐
Encourage students to create products	☐	☐	☐	☐	☐	☐	☐
Encourage students to try harder	☐	☐	☐	☐	☐	☐	☐
Give students choices in deciding how and when they will be assessed	☐	☐	☐	☐	☐	☐	☐
Create a supportive classroom climate that promotes risk-taking	☐	☐	☐	☐	☐	☐	☐
Display the class goal in a wall chart and review it regularly	☐	☐	☐	☐	☐	☐	☐
Introduce authentic cultural materials	☐	☐	☐	☐	☐	☐	☐
Make clear to students that communicating meaning effectively is more important than being grammatically correct	☐	☐	☐	☐	☐	☐	☐
Provide students with positive	☐	☐	☐	☐	☐	☐	☐

feedback							
Ask students to work toward the same goal	☐	☐	☐	☐	☐	☐	☐
Teach students learning techniques	☐	☐	☐	☐	☐	☐	☐
Adopt the role of a "facilitator"	☐	☐	☐	☐	☐	☐	☐
Encourage students to use English outside the classroom	☐	☐	☐	☐	☐	☐	☐
Increase the amount of English you use in the class	☐	☐	☐	☐	☐	☐	☐
Share with students that you value English as a meaningful experience	☐	☐	☐	☐	☐	☐	☐
Avoid social comparison	☐	☐	☐	☐	☐	☐	☐
Promote effort attributions	☐	☐	☐	☐	☐	☐	☐
Make tasks attractive by including novel and fantasy element	☐	☐	☐	☐	☐	☐	☐
Encourage students to share personal experiences and thoughts	☐	☐	☐	☐	☐	☐	☐
Present curious auditory and visual teaching aids	☐	☐	☐	☐	☐	☐	☐
Recognise students' effort and achievement	☐	☐	☐	☐	☐	☐	☐
Be yourself in front of students	☐	☐	☐	☐	☐	☐	☐
Allow students to assess themselves	☐	☐	☐	☐	☐	☐	☐