ANALYSIS OF ESL TEACHERS' MOTIVATIONAL STRATEGIES IN VIRTUAL CLASSROOMS: A STUDY IN BANGLADESHI EFL CONTEXT

By

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Declaration

It is hereby declared that

1. The thesis represents my own original work while completing the degree at BRAC

University.

2. The thesis does not contain material previously published or written by a third party.

3. The thesis does not include material that has been accepted or submitted, for any other degree

at a university or other institution.

4. I have acknowledged all of the main sources of help.

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Approval

The thesis titled **"**Analysis of ESL Teachers' Motivational Strategies in Virtual Classrooms: A Study in Bangladeshi EFL Context**"** submitted by Shawdipta Rahman (Student ID: 18263006) of Spring, 2021 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of M.A. in English on June 17, 2021.

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Abstract

Motivation is one of the most critical factors that determine success in foreign language/second language learning. Because of its importance, L2 motivation is considered a great area of interest for researchers and practitioners. The use of motivational strategies in English language classroom can certainly improve learners' performance. In a distance education context, a teacher must know effective motivational teaching strategies. This study investigated the key motivational strategies that primary ESL teachers use to motivate their learners in virtual classrooms. The study adopted a mixed-method to collect data from 36 ESL teachers. The participants were divided into two groups realising the risk that the participants who rated some strategies as 'important'; might be hesitant to acknowledge to which extent they utilised these strategies in their classrooms. (First group=14; second group=22). Quantitative surveys measured the 'importance' and 'frequency' of using motivational strategies in the virtual classroom, which was later followed by a focus group interview with the selected teachers. This research highlights important motivational strategies perceived by the teachers, most utilised and underutilised motivational strategies, and teachers' overall perceptions regarding the use of motivational strategies in virtual classrooms.

Key words: L2 motivation, motivational strategies, distance education, virtual classroom, Bangladeshi EFL context, primary schools.

Dedication

I would like to dedicate my thesis to my beloved parents- *Md. Mijanur Rahman Bhuiyan* and *Zannat Ara*; and to my wonderful husband – *Muhammad Nafees Shihab*. Their immense love, support and encouragement have always been a source of inspiration for me.

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Chapter One: Introduction

1.1. Introduction

Motivation in second language acquisition is a crucial phenomenon as it accelerates the language learning process and helps to improve the proficiency level of the learners. Learner's motivation has an immense impact on second language learning. Rod Ellis (1985) remarked that those who have both talent and a high level of motivation for learning become the most successful language learners (p.118). Being a critical factor in second language learning, teachers' motivational strategies should be studied thoroughly as they are seen as essential aspects for L2 learning (Cheng and Dörnyei, 2007, p. 154). According to Guilloteaux and Dörnyei (2008), "The teacher's use of motivational strategies is generally believed to enhance student's motivation" (p. 55). Thus, learner's L2 motivation is primarily influenced by the teacher's motivational practices.

Motivation is an essential concept in psychology and education; however, psychologists are more concerned about motivation than the techniques to motivate people. Motivating learners to improve their proficiency in the target language is more challenging because most of the time, learners lose their interest due to the obstacles they face in the learning process (Kabody, 2013, p.45). Therefore recently, researchers examine the pedagogical implications of motivational theories by conceptualising "motivational strategies" (Dörnyei, 2001). Using motivational strategies in a classroom can help the learners adopt a positive attitude towards language learning. However, motivational techniques have been under-researched despite their practical importance (Cheng & Dörnyei, 2007).

 Motivating learners in a physical classroom may be challenging; however, motivating them in a virtual classroom is more challenging because often there is no opportunity for face to face

communication (Murphy, 2011). Therefore, it is challenging to understand learners' motivation only by hearing their voice. Recently, the COVID-19 pandemic has significantly impacted the education system and forced educators and pedagogues to adopt technological and remote instruction-based learning modules. Here educational technology refers to a collection of technological platforms and technologies that facilitate a wide range of language learning activities, from the most basic drill-and-kill exercises (exercises that are repetitive or rote practice without context) to fully communicative real-time dialogues (i.e., chat) (Blake, 2008, p.13). While there are potentially positive sides to incorporating TELL based module to give instructions, there are challenges like motivating learners in a remote classroom. Therefore, the ESL teachers need to consider and acknowledge the importance of motivational strategies and practice them in their remote classroom since motivating learners is an essential part of language teaching.

1.2. The problem defined

After its independence in 1971, Bangladesh has emphasised quality education and adopted remarkable changes to better the education system. Being a global language, English is recognised as a powerful skill that is necessary for a successful career. Therefore, the education ministry of Bangladesh tries to create advancement in English education. Here, in the mainstream education system, students study English as a compulsory subject for 12 years. Although the government has taken numerous measures to improve English language education, the outcomes are not satisfactory at all (as cited in Rahman et al., 2019). CLT has been adopted in primary and secondary education levels to enhance the students' communication skills. However, despite all efforts, students fail to become proficient speakers of English (Sultana, 2014). One of the reasons for students' poor performance in English could be their low

motivation to learn English. In their article, Dörnyei and Csizér (1998) remarked that even those with extraordinary abilities could not attain long-term goals without sufficient motivation. Even a proper curriculum and skilled teaching cannot ensure student achievement without good motivation (p. 203).

Although teachers are supposed to be teaching the students than motivating them, the former is not possible ignoring the latter one (Dörnyei, 2001, p.27). Every teacher who is concerned about the long-term development of his/her students should consider the importance of motivating students (ibid). Therefore teachers' motivational skills should be seen as a tool for "central teaching effectiveness" (Dörnyei, 2013, p. 523).

In the current situation, motivating students in language learning activities has become more challenging because of the sudden shift in the educational platform from face to face to virtual. With the advent of the Covid-19 outbreak, the education ministry of Bangladesh decided to close all educational institutions. As a result, the educational institutes are closed in this country for one year. Therefore, most schools have launched online platforms to keep regular class activities running efficiently amidst the coronavirus pandemic. While there are other challenges to teaching students in the virtual classroom, motivating and engaging learners in classroom activities has become the most challenging job for many teachers. This new shift in the education system is entirely new for many ESL teachers.

Moreover, some students are very reluctant to participate in the learning activities and discussions even in traditional classroom settings. Therefore, it is challenging for the teachers to actively participate in a task when they often cannot see students' facial expressions and fail to understand their motive. In this context, the teachers need to follow specific motivational strategies to focus on the lesson. Thus, teachers must know effective motivational teaching

strategies. Without such knowledge, it would be difficult for ESL teachers to motivate their students to study the language.

As primary level ESL teachers deal with young learners, they should be very selective about motivational strategies that they will use in their virtual classroom. Dörnyei (2007) pointed out that some techniques can be highly effective, while others are less effective depending on the socio-cultural context and approach to teaching. Therefore, the present study investigates the critical motivational strategies used by primary ESL teachers in virtual classrooms. The study also tries to find out which strategies are feasible to use in a virtual classroom.

1.3. Objectives of the study

This study's primary goal and objective are to identify and analyse the practices of motivational teaching strategies in primary level virtual ESL classrooms. In this regard, the present study seeks to unravel some pivotal issues; firstly, it identifies the critical strategies for the teachers. Secondly, it identifies the essential motivational strategies that ESL teachers use in the distance education context. Lastly, this study identifies those strategies that the teachers consider necessary which are underutilised for various reasons. The study also addresses teachers' perceptions of these strategies. There have been few studies on using motivational strategies in a physical classroom; however, the present study is significant because it examines the issue from the virtual learning context. Such research on virtual teaching and learning context is essential because it helps teachers gain insight on existing teaching styles of ESL teachers in a virtual platform, make their teaching style more effective and provide researchers with additional knowledge.

1.4. Research questions

The present study has the following central research questions which will be investigated to fulfil the objectives of the study:

1. Which motivational strategies are essential to ESL teachers?

2. How often do the teachers use these motivational strategies in the virtual language classroom?

3. What are the perceptions of ESL teachers about the use of motivational strategies in the virtual language classroom?

1.5. Limitations

The number of participants cannot be increased for this study. As the study is conducted during the pandemic, the researcher may not expand the sample size. Moreover, due to time constraint, the researcher may solely depend on one or two schools of Dhaka city. Therefore, it would be better if the study could cover several schools.

Chapter Two: Literature Review

2.1. Overview of L2 motivational theories

2.1.1. Early theories of L2 motivation

Motivation is regarded as one of the most significant determinants of second language learning. Cohen and Dörnyei (2002) reported that motivation is a crucial learner variable that considerably influences language learning. Motivation has a significant influence on several important factors involved in language acquisition: language anxiety, self-confidence, aptitude, learning strategies, attitude, etc. According to Dörnyei and Ushioda (2013), the word motivation is derived from its Latin root "movers", which means "to move". According to them, motivation depends on some factors, such as choosing a particular task, being persistent with the job, and expanding on the task (p.4). Thus, L2 motivation is quite complex and dynamic because it is affected by learners' attitude to learning the language and the teachers' use of strategies and learning environment.

Canadian researchers Robert Gardner and Wallace Lambert (1972) are two influential names in L2 motivation research; who discussed motivation from a social psychological point of view. One of their social psychological approaches' fundamental principles was that learners' attitude exerted a strong influence on L2 learning (as cited in Dörnyei, 2001, p.16). Later, Gardner (1985) introduced a socio educational model that proposed two primary individual differences variables in language learning: ability and motivation. According to the socio educational model, students with a higher level of ability (intelligence and language aptitude) and motivation tend to be more successful at language learning than those with low levels. Furthermore, according to Gardner and Lambert (1972), learners' motivation falls into two broad categories: integrative motivation and instrumental motivation. Integrative motivation reflects a cheerful disposition

towards the target language and connects to the desire of integrating with the target language community (as cited in Dörnyei, 2001, p.16).

On the other hand, instrumental motivation is associated with potential advantages of L2 proficiency, such as getting better jobs or promotion (ibid). Gardner (1979) linked integrative motivation to 'addictive bilingualism' and instrumental motivation to 'subtractive bilingualism' (as cited in Ellis, 1985, p. 117). In addition, Gardner (1979) suggested that learners with an integrative motivation are likely to maintain their mother tongue when they learn L2; on the other hand, learners with instrumental motivation either lose their mother tongue or fail to develop the ability to express certain kinds of functions. However, Gardner and Lambert pointed out that integrative and instrumental motivation are not alternatives; instead, this distinction reflects a continuum (ibid).

Another overwhelming dichotomy of L2 motivation is intrinsic and extrinsic motivation. For an intrinsically motivated learner, rewards are internal. Learner behaviour is motivated by his inner desire to do something, such as the pleasure of doing something because of personal interests. On the other hand, extrinsic motivation involves the outside world. Extrinsic motivation comes from the desire to gain extrinsic rewards such as good grades or praise (Richard and Edward, 2000, p.55). According to White (1959), intrinsic motivation is found mainly in animal behaviour because animals showed playful behaviour even in the absence of any reward; which implies that intrinsic motivational behaviour comes from a person's core. Deci and Ryan (1985) remarked that intrinsic motivation is likely to flourish when an educational environment provides adequate challenge and sources of stimulation (p.245).

Brown (1981) provided another categorisation of L2 motivation- global motivation, situational motivation and task motivation (as cited in Ellis, 1985, p. 117). International basis refers to general orientation to learning L2; situational motivation varies according to the situation in which learning takes place (learning environment); task motivation refers to the motivation for performing a particular task (ibid).

2.1.2. Contemporary theories of L2 motivation

During the 1990s, there has been a significant shift in the field of motivational research. While acknowledging the significance of the socio-cultural dimension, the researchers proposed that motivation should be studied from different perspectives, especially from an educational perspective (e.g. Crooks & Schmidt, 1991; Dörnyei, 1994). These researchers emphasised adopting a more pragmatic and education-centred approach to conduct L2 motivation research. Dörnyei and Guilloteaux (2008) remarked that L2 motivation research should exist in the socio-cultural dimension and address the reality of a language classroom (p.56). Moreover, many researchers consider that Gardner's socio-cultural framework is inadequate as it does not provide a detailed description from an educational perspective (Dörnyei, 2014).

To bridge the gap between motivational theories in educational psychology and L2 motivation, several new L2 motivational frameworks were proposed, which presented a synthesis of old and new components. Z. Dörnyei has a significant contribution to the field of L2 motivational studies. Dörnyei (1994) provided an elaborate framework with three general levels: language level, learner level and learning situation level (as cited in Dörnyei, 2001, p.27). The language level involves various components related to L2 such as culture and community, intellectual and pragmatic values associated with L2. In addition, this level represents L2 motivation associated

with integrativeness and instrumentality. The learner level involves learners' characteristics that facilitate the learning process, such as self-confidence. Finally, the learning situation level is associated with situation-specific components of the L2 learning process within a classroom setting. Dörnyei has divided this level into three categories: course-specific motivational parts, teacher-specific motivational components, group-specific motivational components (ibid).

Dörnyei and Otto (1998) constructed another model called the "process-oriented approach", which presented a dynamic view of motivation and addressed motivation levels over time. This model consisted of three phases-choice motivation (the initial phase where motivation is generated), executive motivation (in this phase, motivation needs to be maintained and protected), motivational retrospection (in this retrospective phase, learner evaluates the past classroom activities which they will want to pursue in the future) (Dörnyei & Otto, 1998). Finally, Dörnyei (2001) explained, "Enrolling in a course is motivated by `choice motivation', but the on-going work that is required during the language course is energised by `executive motivation'; in the case of drop-outs, this latter source of motivation is insufficient" (p.23).

2.2. Theoretical frameworks of motivational strategies

The relation between motivation and L2 learning has been discussed in the previous sections. In the following paragraphs, different frameworks associated with the motivational approach will be discussed.

2.2.1. Previous researches on motivational strategies

Motivational strategies refer to those techniques that are used to promote an individual's goal-oriented behaviours. Because of the complex nature of human behaviour, there are countless ways to influence it, and any influence can potentially affect this behaviour (Dörnyei, 2001,

p.28). According to Guilloteaux and Dörnyei (2008), "Motivational strategies refer to (a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) automated strategies that are used purposefully by individual students to manage the level of their motivation." (p.57). According to Dörnyei (2001), "Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p.28).

In their empirical research, Dörnyei and Csizér (1998) presented a new perspective on L2 motivational research as the study was based on Hungarian English teachers' perspectives on motivational strategies. Their study constructed a list of 10 macro strategies from a more extensive list of 51 strategies. They also remarked that the 'Ten Commandments' they found might not be valid in every cultural, ethnolinguistic and institutional setting, and there is much scope for further research (Dörnyei and Csizér, 1998, p.224). The Ten Commandments are given in the following table:

Commandments for motivating learners (Dörnyei & Csizér, 1998)

1.	Set a personal example with your behaviour.
2.	Create a pleasant, relaxed atmosphere in the classroom.
3.	Present the tasks properly.

4.   Develop a good relationship with the learners.

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5.   Increase the learners' linguistic self-confidence.

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6.   Make the language classes enjoyable.

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7.   Promote learner autonomy.

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8.   Personalise the learning process.

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9.   Increase the learners' goal-orientedness.

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10. Familiarise learners with the target language culture.

Table 2.2.1.1: Ten Commandments for motivating learners (Dörnyei & Csizér, 1998, p.215)

According to Dörnyei and Csizér (1998), 'teachers' behavioural modelling' can influence learners' motivation. In other words, teachers' crucial role in L2 classroom and teachers' behaviour can positively and negatively impact the learners. They also remarked that these ten macro strategies derived from the observations in European foreign language learning context; thus, the Ten Commandments might not be valid in every cultural, ethnolinguistic and institutional setting (p.

224). A few years later, Cheng and Dörnyei (2007) conducted a similar follow-up study in the

Taiwanese EFL context. Cheng and Dörnyei's (2007) study pointed out some culture-specific

aspects of these strategies as the survey was conducted in a different socio-educational context.

They modified the large scale empirical survey conducted in Hungary and compared it with the

data from 1998 to validate the use of particular strategies across the cultures. Cheng and

Dörnyei's (2007) study was conducted on 387 Taiwanese EFL teachers. The result has a certain

amount of similarity with Dörnyei and Csizér (1998) study, which proves that some motivational

strategies work in diverse and ethnolinguistic contexts. However, there are also dissimilarities

between the findings of the two studies, which indicate that some strategies are culture-specific,

or even culture-dependent and not transferable.

Guilloteaux and Dörnyei (2008) investigated the effects of motivational strategies on learners' L2

motivation, and they conducted their study on 27 EFL teachers and 1300 EFL learners in South

Korea. Their study used a range of instruments: a questionnaire, classroom observation, and a

post-lesson teacher evaluation scale. Guilloteaux and Dörnyei's (2008) study is significant

because it reports empirical evidence concerning teachers' motivational strategies' concrete and

classroom-specific impact. Moreover, it is one of the only empirical studies to date in this field.

2.2.2. Z. Dörnyei's framework on motivational strategies (process-oriented organization)

Motivational researchers have found that motivational strategies can considerably influence

learners' motivation towards learning L2. Z. Dörnyei (2001) has contributed significantly to this

field and presented more than hundreds of motivational strategy. In his book *Motivational*

Strategies in the Language Classroom, he gave a framework which he called "Process-oriented

organisation"; was developed specifically for educational applications (Dörnyei, 2001, p.29). This framework includes some critical units, which are presented in the following table-

.Creating the primary motivational conditions:

- ❏ Adopting appropriate teacher behaviour
- ❏ Making rapport with the learners
- ❏ Establishing a pleasant and supportive learning environment
- ❏ Creating a cohesive learner group with appropriate group norms

Generating initial motivation:

- ❏ Enhance learner's values and attitudes towards L2
- ❏ Enhancing integrativeness
- ❏ Increasing learners' expectancy for success
- ❏ Making them more goal-oriented
- ❏ Providing relevant teaching materials
- ❏ Enhancing realistic learner beliefs

Maintaining and protecting motivation:

- ❏ Providing necessary stimulation to make the learning process enjoyable
- ❏ Providing motivational tasks
- ❏ Completing tasks challenging for the learners
- ❏ Encouraging learners to set specific learner goals

Encouraging positive retrospective self-evaluation:

- ❏ Providing motivational feedback and offering rewards such as good grades in a motivating manner
- ❏ Escalating learners' satisfaction
- ❏ Encouraging motivational attributions

❏ Protecting learners' self-esteem

❏ Increasing learners' self-confidence

❏ Establishing learner autonomy

❏ Encouraging learners to maintain a

positive social image

❏ Promoting self-motivation strategies

❏ Promoting learners' cooperative

behaviours

Table 2.2.2.1: "Process-oriented organisation", this table is indicating the main macro-

strategies associated with each dimension (Dörnyei, 2001, p.29)

Dörnyei (2001) broke down these macro strategies into 100 specific motivational techniques.

However, Dörnyei (2001) reported that every strategy of this framework might not work in every

context. He remarked, "Motivational strategies, even those which are generally the most reliable,

are not rock-solid golden rules, but rather suggestions that may work with one teacher or group

better than another, and which may work better today than tomorrow" (p.30). He added,

"Differences amongst the learners in their culture, age, proficiency level and relationship to the

target language may render some strategies completely useless/meaningless while highlighting

others as particularly prominent" (ibid). This framework on motivational strategies, proposed by

Dörnyei (2001), served as background to investigate this research, and the research instruments

are designed using this framework.

2.3. Maintaining motivation in distance language program

Many studies have been conducted on learners' motivation in traditional classrooms. However, very few studies have explored learners' motivation in a distance learning context. Maintaining learners' motivation in distance language learning is considered an area not investigated to any great extent to date. However, it has become increasingly important as more people get involved in distance education (Murphy, 2011, p.109). The term' distance learning' refers to different learning environments, including teleconference, hybrid, blended or virtual (Blake, 2008, p. 106). In other words, distance learning can be described as any instructional arrangement where teacher and students are geographically separated to the extent that requires communication through technology (Moore &Thompson, 1997, as cited in Gluten et al., 2016). With the development of modern technologies, distance language learning is getting popular; however, distance language learning is problematic. One of the main obstacles in such a learning environment is the lack of interaction among the learners (Murphy, 2011, p.108). O'Dowd (2006) indicates three types of videoconferencing (teacher to class, student to student, class to class). All three types of videoconferencing have some serious obstacles such as sound delays, gaps in fluidity in lectures that make the medium critically different from face to face interaction, the tendency of passive viewing among the learners and other technical problems (as cited in Blake, 2008, p.106).

Maintaining motivation is another problematic aspect of distance language learning. Murphy (2011) indicates that it is hard for the learners to monitor and evaluate their progress when they cannot compare themselves with fellow learners in a distance language classroom. Thus, distance learning can become an isolated experience and isolated activity for them (p.108). Murphy (2011) also reports, "The initial enthusiasm and motivation for learning a language through a

distance education program may be hard to sustain, depending on the unique combination of personal circumstances, experiences, expectations and individual attributes" (p.108). Additionally, affective variables such as motivation, anxiety, and beliefs can impact the distance language learning context differently. According to Hurd (2007), in a distance learning context where teachers and students are not physically present, the affective dimensions of language learning may be particularly significant for the learners (as cited in Xiao & Hurd, 2010, p.59). Therefore, educators prefer a 'blend' of face to face and technology-mediated teaching (Blake, 2008).

Learner autonomy is an essential requirement for any distance language learning program. Technology has shifted from a conventional teacher-centred approach to a learner-centred approach (Cerda, 2010, p.110). In distance learning programs, learners are generally responsible for maintaining their study time, monitoring their learning progress, and maintaining motivation within the language learning program. Thus, any distance learning program requires learner autonomy to some extent. However, Murphy (2011) reported, "Autonomous learners are, by definition, motivated learners, but even autonomous learners experience setbacks or changing circumstances" (p.107). Oxford and Lee (2008) remarked that self-motivation is crucial for distance language learning; however, they asked how learners can motivate themselves in unfavourable circumstances (as cited in Murphy, 2011, p.107). Blake (2008) reported that distance language learning programs require much more self-motivation and self-discipline than students are willing to give (p.109). This is one of the main reasons behind the high drop-out rate for distance learning environments for all disciplines (Carr, 2000, as cited in Blake, 2008, p. 109).

However, the positive effects of distance learning have also been reported by the researchers. Warschauer (1996) investigated the impact of face-to-face discussion on tertiary level L2 students and found out that electronic media motivates students more than teacher-initiated discussion. Virtual discussion increased the opportunities for the students to produce more output regardless of their personality differences (ibid). In his study, Warschauer (1996) also reported that electronic discussion featured more formal and more complex language than face-to-face discussion. In her research, Ushida (2005) found that teachers play a crucial role in affecting students' motivation and attitude in online language classrooms (p.68). She also reported that teacher was the centre of students' satisfaction and teachers played the most crucial role in motivating the learners and shaping the culture of online language classes (ibid). As mentioned earlier, the biggest obstacle of online language programs is the lack of opportunity to interact between the teacher and the students. Ushida (2005) suggested that successful teachers used various teaching strategies to maintain good interaction with students; they don't only rely on student' self-motivation and responsibility (p. 69). It is evident from these studies that teachers' teaching strategies have a significant impact on learners' motivation in the online language classroom.

2.4. Distance teaching and learning during COVID 19 in Bangladesh
The outbreak of the COVID-19 pandemic has posed a severe threat to the survival of the human race. This global health crisis has affected every segment of our everyday life. Like many other countries globally, COVID-19 has already impacted various vital sectors of Bangladesh, and this pandemic has led to severe disruption to our education system. The government announced public holidays in late March 2020 in the wake of the pandemic and shut all the educational

institutions since March 17 2020 (Abdullah, 2020). The government has extended the on-going

closure of the educational institutions till May 22, 2020, to prevent the spread of deadly new

variants of coronavirus ("Closure of primary schools extended till May 22", 2021). It has been

more than a year since educational institutions closed. A state of anxiety and uncertainty fell over

the students and educators.

The government has suggested that educational institutes conduct virtual classes through various

digital platforms to keep regular class activity running efficiently and avoid session jam.

Furthermore, the government started to telecast subject wise classes for primary and secondary

level students on 'BTV World' (Sangsad TV), and almost all income groups have access to BTV

(Shihab, 2020). Although BTV has been telecasting educational programs for a long time,

arranging conventional school classes during the pandemic was a great initiative (ibid). Most of

the children in Bangladesh do not have internet access; therefore government focused on

delivering courses through TV as televisions are widely available in every household (UNICEF,

2020). Furthermore, most schools have also launched online classes and teachers are taking

classes via Google Meet, Zoom Application, Facebook Live, etc. Some teachers make short

videos for their students, and some education influencers produce relevant content on social

media to help those students (Awal, 2020). However, this system has shortcomings as 'distance

or remote education' is a new experience for many students and teachers. These distance classes

are not proving to be as interactive as those in a physical classroom. Awal (2020) remarked that

there is a lack of opportunity to interact between teacher and students in virtual class; thus,

students struggle to understand the subjects thoroughly. He added that television classes could

not ensure the students' understanding, and this is more problematic for the students of Science

who need a lab to conduct their studies (Awal, 2020). Shihab (2020) indicated the poor

performance of the teachers on the TV screen. He remarked that some teachers who take TV classes have a 'lackadaisical' style of imparting lessons to their learners (Shihab, 2021).

Mortuza (2021) also pointed out that lack of interaction is one of the most common challenges in distance learning. He also indicated how teachers are struggling with virtual classes.

> Teachers are performers who get their performative energy from their classrooms by interacting with their students. The interaction in a virtual classroom is not the same as in a physical classroom. Most of our students do not turn on their videos during our Meet or Zoom sessions due to privacy or bandwidth reasons. The techniques that you learn from the internet or pedagogical experts for breakout interactive sessions often do not apply in our circumstance because of the lack of digital resources. For instance, many students may not have the data to watch a video that you want them to watch, or they may not have the apps and features on their devices to take full advantage of the e-classes. (Mortuza, 2021).

He also remarked that teachers do not need to be more careful about their lectures as many unintended listeners can hear their talks, and teachers do not control the contents being shared (Mortuza, 2021). Additionally, the pandemic is making a severe negative impact on the mental health of the students. Thus, Haque (2021) claimed that a teacher must be empathetic to his students and consider students' perspectives while making decisions in this emergency. He also added that a sustainable teaching strategy is a key to overcome these obstacles (Haque, 2021).

Chapter Three: Research Methodology

3.1. Overview

This chapter describes the research methodology that the study adopted. This chapter includes research objective, research design, research setting, sampling, research instrumentation, data collection and data analysis procedure and data analysis. Besides, it also addresses the ethical consideration and obstacles encountered. The present study has the following research questions-

1. Which motivational strategies are essential to ESL teachers?

2. How often do the teachers use these motivational strategies in the virtual language classroom?

3. What are the perceptions of ESL teachers about the use of motivational strategies in the virtual language classroom?

3.2. Research objective

This research aims to investigate the critical motivational strategies ESL teachers use in their virtual classroom. This study also explores teachers' perceptions about using motivational strategy in the virtual classroom.

3.3. Research design

The present study adopts both quantitative and qualitative research methods. Therefore, it is mixed-method research. Dörnyei (2007) remarked- "A mixed-method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (p.163).

According to some researchers, the mixed method is a practical choice for interpreting quantitative and qualitative research questions (Tashakkori & Teddlie, 2010). Dörnyei (2007) remarks that by using mixed-method research, a researcher can bring out the best of both paradigms, thereby combining quantitative and qualitative research strengths (p.43). He also mentions "mixed method research has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings" (ibid).

The present study followed QUAN→QUAL typological organisation. This suggests that this study consists of two phases; the first is the quantitative phase, and the second is the qualitative phase, and both steps are equally important. This also suggests that these two phases were conducted sequentially (Dörnyei 2007, p.169). The quantitative phase of the study informed the qualitative step as the questionnaire facilitated the development of interview questions.

Furthermore, this study is primary research in nature. According to Brown (1988), prior research derives information from primary sources, rather than secondary sources such as books, journals, and databases (p. 7).

3.4. Research setting

Due to the current outbreak of coronavirus disease, the researcher had to collect data through web-based procedures. The researcher set up two internet surveys using "Google Form" and shared the study with the two participants. Internet survey and web-based study offer some attractive benefits such as reduced costs, convenience administration, automatic coding, a high level of anonymity, international access and access to specialised population etc. (Dörnyei, 2007, p.121). The researcher also conducted the FGD online.

3.5. Sampling

This study consists of ESL teachers from the government, non-government and private schools of Bangladesh. Two groups of teachers participated in the survey; 22 teachers participated in the frequency questionnaire (N=22) survey, and 14 teachers participated in the importance questionnaire survey (N=14). The researcher adopted "snowball sampling", whereby the researcher identified a few people who meet the study's criteria and then asked the participants to identify further appropriate population members and make them participate in the survey (Dörnyei, 2007, p. 98). According to Dörnyei (2007), the snowball sampling technique is proper when access to suitable group members is difficult for some reason (p.98). Due to the closure of educational institutions, snowball sampling was the appropriate technique to conduct this study.

3.5.1. Participants

As mentioned earlier, two groups of teachers participated in the study. All the teachers volunteered in the qualitative and quantitative part. From the two groups, five teachers consented to join in FGD (1 hour). These five teachers who participated in FGD were female teachers. The data provided a sample of different genders, qualifications, teaching experiences, teaching contexts which provided a broader scope for discussion during FGD. Most of them were trained teachers. The relevant information about the teacher participants is shown in the following charts.

Figure 3.5.1.1 shows the gender orientation of the participants.
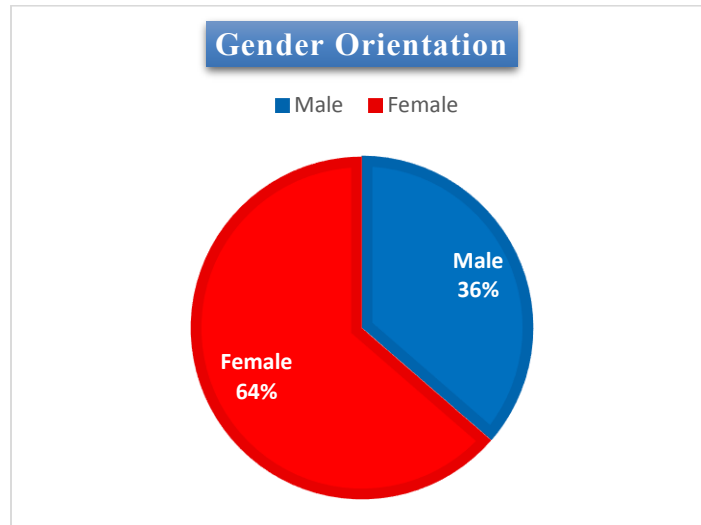
Figure 3.5.1.1: Gender orientation of the participants

Figure 3.5.1.2 and figure 3.5.1.3 reflect the educational qualifications of the teacher participants in both surveys.
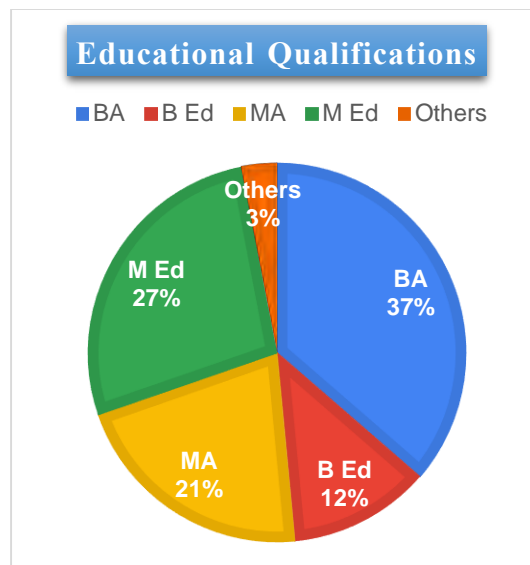
Figure 3.5.1.2: Educational qualifications of the participants (Survey 1)
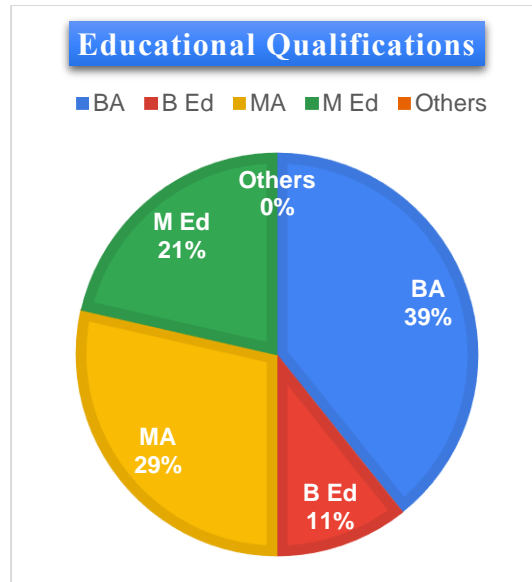
Figure 3.5.1.3: Educational qualifications of the participants (Survey 2)

Figure 3.5.1.4 and figure 3.5.1.5 provide information about the teaching experiences of the

participant teachers in both surveys.
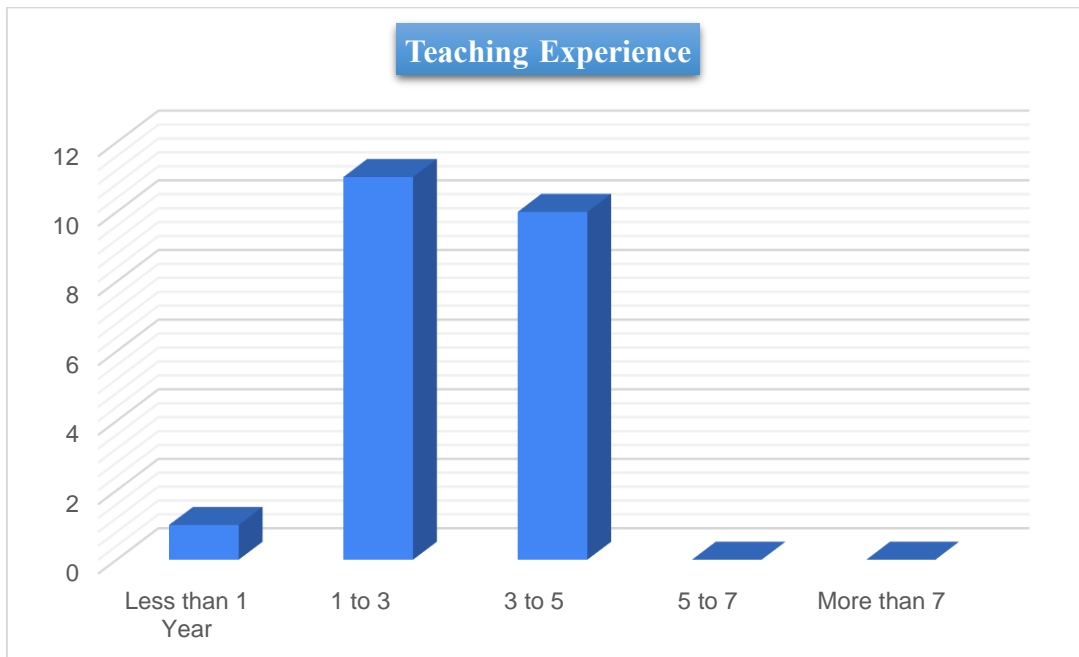
Figure 3.5.1.4: Teaching experience of the participants (Survey 1)
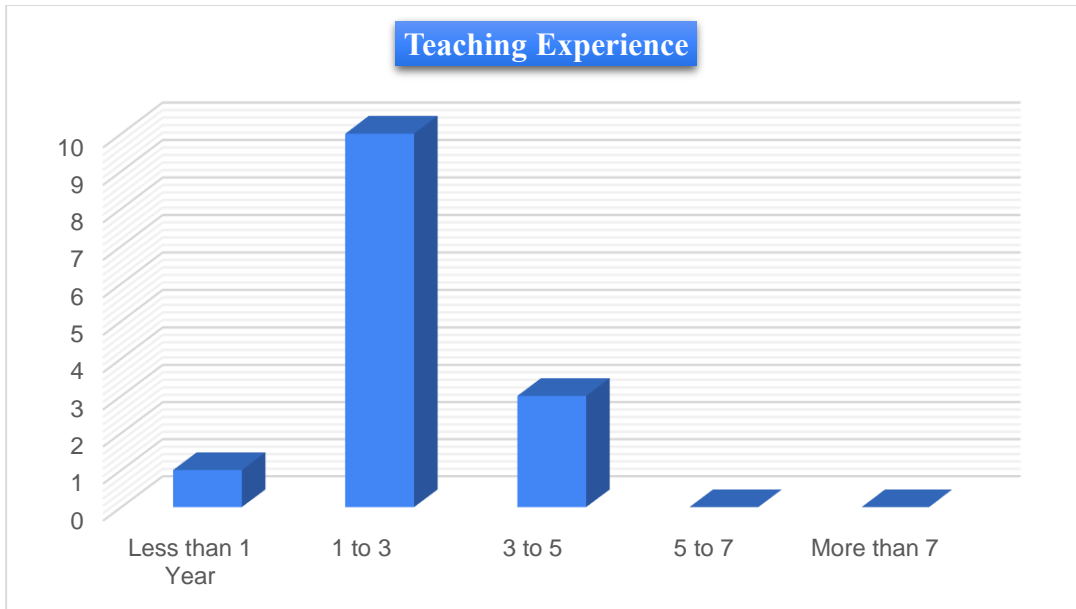
Figure 3.5.1.5: Teaching experience of the participants (Survey 2)

Figure 3.5.1.6 and figure 3.5.1.7 show the teaching contexts of the participant teachers in both surveys.
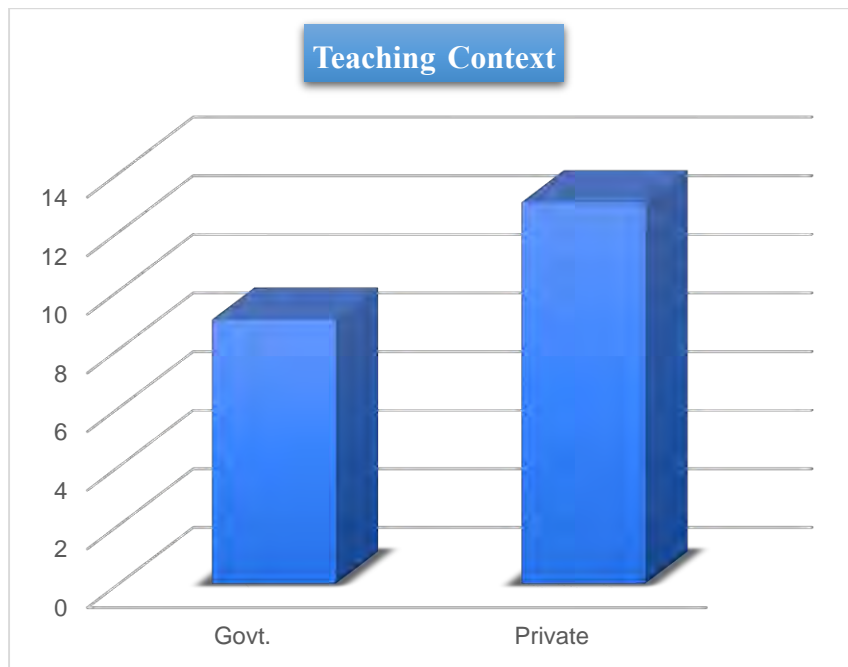
Figure 3.5.1.6: Teaching context (Survey 1)
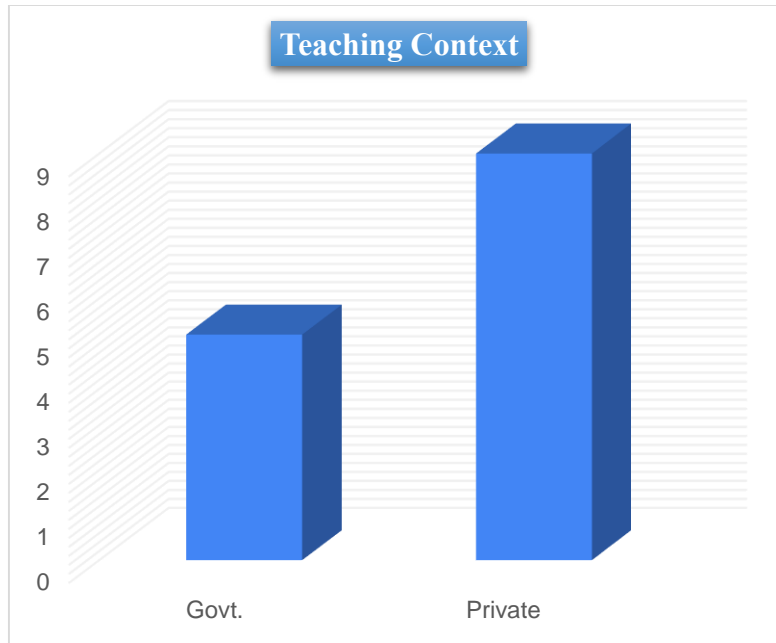
Figure 3.5.1.7: Teaching context (Survey 2)

Figure 3.5.1.8 and figure 3.5.1.9 show the training received by the teacher participants.
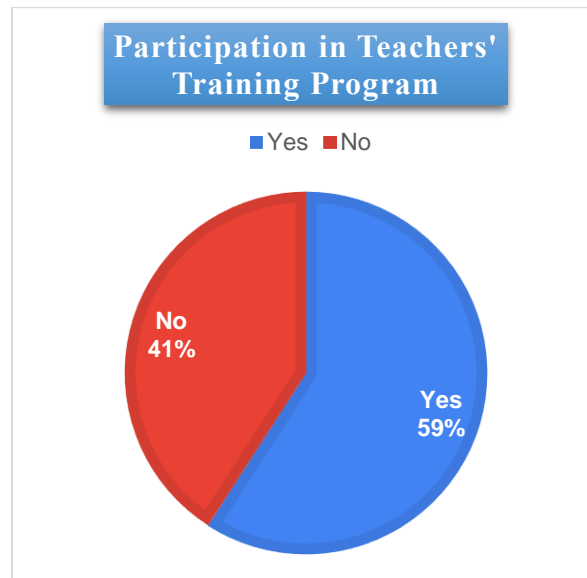
Figure 3.5.1.8: Training received by the participants (Survey 1)
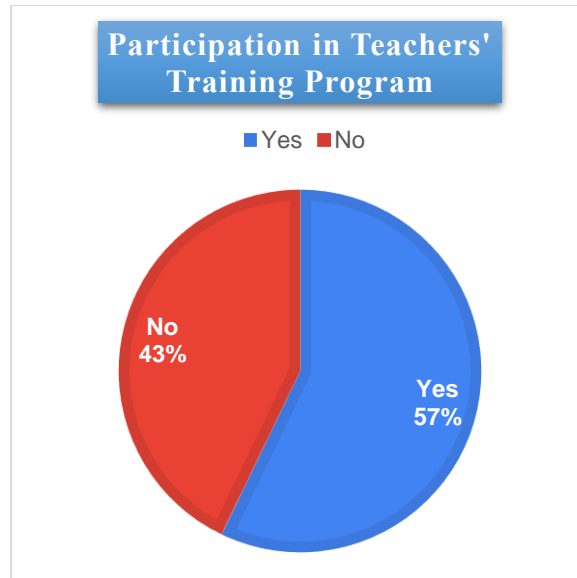
Figure 3.5.1.9: Training received by the participants (Survey 2)

3.6. Instrumentation

Firstly, the present study aimed to explore two important aspects; (1) how vital specific

motivational strategies are to the teachers and (2) how frequently they used these strategies while

teaching in a virtual classroom. The researcher developed two questionnaires with the same set

of motivational strategies to cover these two aspects.

Secondly, the study aimed to identify the strategies that teachers considered necessary yet

underutilised for various reasons. The quantitative data also cover this aspect. To investigate

teachers' perception regarding this issue, the researcher conducted a focus group discussion with

five participants from two groups who participated in the surveys.

3.6.1. Questionnaires

The quantitative part of this study involved two web-based surveys, for which two questionnaires with the same set of strategies were designed. The questionnaire, A, measured the 'importance' of some motivational techniques, and questionnaire B measured the 'frequency' of using those strategies by the teachers in virtual classrooms. The questionnaires were designed by using 'Google Forms' to conduct web-based surveys.

In their study, Cheng and Dörnyei (2007) mentioned the shortcomings of 'self-reported questionnaires. The participants are likely to describe their behaviours more positively than the natural light (social desirability bias); they answer according to what they believe to be positive (p.157). To address this limitation, Cheng and Dörnyei (2007) made the surveys confidential and anonymous. Moreover, they predicted the risk that participants who rated some strategies as 'important' might be hesitant to admit that they rarely adopt those strategies in their classroom. Therefore, Cheng and Dörnyei (2007) divided the participants into two groups and asked them to fill out either the 'importance questionnaire' or the 'frequency questionnaire'. As the present study is inspired by Cheng and Dörnyei's (2007) study; the researcher followed their conducting the surveys. In other words, for the present study, there were two groups of participants, and they filled out either the 'Frequency Survey' or the 'Importance Survey'.

As mentioned earlier, the selection of strategies included in the two questionnaires was based on Dörnyei's (2001) framework on motivational strategies' Process Oriented Organization'. In their study, Cheng and Dörnyei (2007) modified and reduced the plans (Dörnyei, 2001) by piloting the instruments. For the present study, the researcher used the original framework; however, some of the strategies were rephrased for the convenience of the participants. The questionnaires used for

the present study differed from the instrument used in Cheng and Dörnyei (2007) study; however, both surveys focused on similar broad motivational dimensions.

3.6.2. Focus group interview

The qualitative part of this research includes Focus Group Interview (1hour). For FGD, 5 participants from two groups were added conveniently. The FGD had eight probing questions that helped the researcher get an in-depth idea of the teachers' perception regarding the use of motivational strategies in virtual classrooms. The findings of the surveys were the basis of developing the FGD questionnaire. For the FGD questionnaire, the themes were chosen based on relevancy to the research questions to receive pertinent data to draw a proper conclusion.

3.7. Data collection procedure

Firstly, the researcher identified some participants; secondly, she divided the participants into two groups and shared the questionnaires and asked the participants to share the internet surveys with their colleagues who are also English teachers. The quantitative data (surveys) was collected through Google forms, and the qualitative data (FGD) was collected through zoom/meet calls ensuring the safety of the participants in a pandemic.

3.8. Process of analysing data

The researcher analysed the quantitative data through statistical analysis, and the qualitative data were analysed by coding and dividing the codes into broad themes.

3.9. Ethical consideration

Before conducting the survey, the researcher took consent from the target population due to ethical issues. All the participants had the opportunity to withdraw themselves from the study anytime they wanted. They also had a chance to decline from participating in the interviews. All the responses were anonymous, and participants' institutions were not disclosed. The data which were obtained from the survey and interviews were provided in this study accurately.

3.10. Obstacles encountered

As all the data were collected virtually during the pandemic, the researcher encountered few obstacles. For instance, getting access to schools operating online was hard as all the schools were closed. Also, teachers from different schools participated in the FGD. Therefore it was not easy to manage time which was convenient for everyone. The data set of this research was minimal due to the pandemic situation, which might prevent showcasing the perspective from a larger sample.

Chapter Four: Findings and Discussion

4.1. Overview

The present chapter includes two sections. The first section provides the findings from the

surveys and FGD. The second section discusses the results of the central research questions. The

conclusions of the FGD are presented thematically.

4.2. Findings of the surveys

The first data set consists of an 'importance questionnaire' which measured how important the

participating teachers perceived the motivational strategies. The questionnaire was distributed

among 14 ESL teachers from different primary schools. The teachers rated 35 motivational

techniques using a Likert scale where five stood for 'Very important', four stood for 'Important', 3

for 'Moderately important', four stood for 'Slightly important' and scale 1 for 'Unimportant'.

The second data set consists of the 'frequency questionnaire' distributed among 22 ESL teachers.

The frequency questionnaire measured 'how often' teachers used these motivational strategies in

their virtual classrooms. The teachers marked the system using a Likert scale where five stood

for 'Always', four stood for 'Often', three stood for 'Sometimes', 4 for 'Rarely', and scale 1 for

'Never. As mentioned earlier, the participants were different for two questionnaires; they either

filled in the 'importance questionnaire' (N=14) or the 'frequency questionnaire'. This measure was

taken to avoid 'social desirability biases. Table 4.2 reports the mean, standard deviation and z-

diff of 35 motivational strategies implemented in the frequency and importance questionnaire.

Motivational Strategies	Mean (Frequency Q.)	SD (Frequency Q.)	Mean (Importance Q.)	SD (Importance Q.)	Z-diff.
Sharing a personal interest in the English language while teaching in the online classroom	3.318181818	0.71623112	4.0714286	0.82874193	14.10321194
Take the students' learning very seriously in online classroom	4.3181818	0.77988788	4.5714286	0.64620617	8.081601506
Pay attention and listen to each students in online classroom	3.5909091	0.95912117	4.1428571	0.66299354	4.326076809
Keep parents regularly informed about their children's progress in the online classroom	3.4090909	0.90811636	3.5714286	1.0163499	10.21113781
Create a pleasant and supportive atmosphere in the online classroom	3.3636364	0.95346259	4.3571429	0.63332369	4.320187351
Create opportunities in online classes so that students can mix and get to know each other better (e.g. group work, game-like competition)	2.3181818	1.2105238	4.1428571	0.77032889	3.462908362
Create rules and apply them in online classes	3.0454545	1.174218	3.2142857	0.97496126	5.079560647
Observe the rules consistently in online class	2.9545455	1.0900971	3.2142857	0.97496126	6.40862701
Invite senior students who are enthusiastic about learning English to your online classes so that they can talk about their positive experiences	1.7727273	1.0660036	3.0714286	1.0716117	8.776606518

Develop learners' intrinsic (internal) interest in English language learning process in your online classes	3.6818182	0.9457402	4.7142857	0.61124985	3.226761775
Encourage learners to have a positive and open-minded attitude towards the English language and its speakers	3.8181818	0.85280287	3.7857143	0.89258238	9.876549993
Remind your students that the successful mastery of English is beneficial to their future (e.g. getting a good job or pursuing studies abroad)	3.7727273	0.75162162	4.6428571	0.63332369	9.475935475
Design tasks that are within the learners' ability so that they get to experience success regularly in the online classroom	3.6363636	0.78954203	3.9285714	0.99724896	13.15938064
Set specific goals for each task and keep the goals achievable	3.8181818	0.79500606	3.7142857	0.82542031	10.40885332
Relate the lesson to the everyday experiences and backgrounds of the students	3.5454545	0.85786405	3.4285714	0.85163063	9.099041335
Help to create realistic learner beliefs and goals (e.g. explain to them realistically the amount of time needed for making progress in English)	3.6363636	0.90213791	3.4285714	1.0163499	9.954319131
Bring in and encourage humor and laughter frequently to break the monotony of online classroom	3.3636364	0.95346259	3.3571429	1.0818178	9.708044419
Make task content attractive, challenging, yet manageable	3.5	0.91287093	4.5714286	0.51355259	1.9062295

Make learning stimulating by involving all students in tasks and roles in online classes	2.7727273	1.5097088	3.8571429	0.86443782	1.002277073
Present and administer tasks in the online class in a motivating way	3.1818182	1.1806521	3.9285714	0.73004591	2.143193557
Encourage your learners to select specific, short-term goals for themselves (e.g. learning 5 words every day)	3.5454545	0.73854895	3.9285714	1.0716117	15.58917894
Monitor student progress and make sure that they are achieving their individual goals related to language learning in the online classroom	3.7272727	0.82703246	4	0.78446454	9.346780249
Provide multiple opportunities for success in the online language class	3	0.9258201	3.2142857	1.0509023	10.25905627
Build learners' confidence in online class by providing regular encouragement	3.9090909	0.75018035	4.3571429	0.49724516	4.722852175
Reduce 'language anxiety (fear, shame etc. for learning English) by removing the anxiety-provoking elements in the online language classroom	3.5909091	1.0537503	4.8571429	0.36313652	-7.707395786
Build learners' confidence by teaching them various strategies to learn English in the online classroom	3.9090909	0.75018035	4.5	0.65044364	9.509997098
Create a supportive online classroom environment where students are free from embarrassment and ridicule	4	0.69006556	4.4285714	0.64620617	11.27275232
Include activities that require students	2.4090909	1.5632412	4.2857143	0.72627304	-0.843291506

to work in groups towards the same goal in online classroom					
Adopt the role of a facilitator and allow your students to solve the tasks themselves	3.4545455	1.0107646	3.7857143	0.97496126	7.871339466
Increase the students' self-motivating' capacity (e.g. Self-encouragement) to keep them motivated	4.0454545	0.5754727	3.9285714	0.61572793	14.84270154
Promote effort among learners	4.1363636	0.63960215	3.9285714	0.47463115	6.709808791
Provide regular feedback about each student's progress	4.3181818	0.56790036	4.2857143	0.61124985	15.24292763
Monitor students' accomplishments and progress, and celebrate your students' success	3.5454545	0.96250035	4	0.5547002	1.145790539
Offer rewards in a motivational manner	3.2727273	1.1621744	3.2142857	0.97496126	5.051284562
Make sure that grades reflect not only the students' achievement but also the effort they have put into the task	4.0454545	0.78541907	4.1428571	0.77032889	10.06381011

Table 4.2.1: Mean, Standard deviation and z-diff of 35 strategies that are implemented into two questionnaires.

Here, z-diff. refers to the difference of standardised importance and frequency score of each strategy. The primary purpose of calculating z- diff was to determine how often teachers employed the assessed motivational strategy in the virtual classroom. Firstly, the researcher calculated the z-score of each design. Then she subtracted the importance z-scores from the frequency z-scores to know whether the relative frequency matches the relative importance attached to it. A negative number indicates that a strategy is underutilised relative to its perceived

importance, whereas a positive number demonstrates the opposite. Table 4.2.2 reports the 'Top

15' essential motivational strategies ranked by the teachers. The highest average belongs to

'*Reduce 'language anxiety (fear, shame etc., for learning English) by removing the anxiety-*

provoking elements in online language classroom' which scored an average of 4.8571429 out of

5.

Motivational Strategies	Mean	SD
Reduce 'language anxiety (fear, shame etc. for learning English) by removing the anxiety-provoking elements in the online language classroom	4.8571429	0.36313652
Develop learners' intrinsic (internal) interest in the English language learning process in your online classes	4.7142857	0.61124985
Remind your students that the successful mastery of English is beneficial to their future (e.g. getting a good job or pursuing studies abroad)	4.6428571	0.63332369
Take the students' learning very seriously in the online classroom	4.5714286	0.64620617
Make task content attractive, challenging, yet manageable	4.5714286	0.51355259
Build learners' confidence by teaching them various strategies to learn English in the online classroom	4.5	0.65044364
Create a supportive online classroom environment where students are free from embarrassment and ridicule	4.4285714	0.64620617
Build learners' confidence in an online class by providing regular encouragement	4.3571429	0.49724516

Create a pleasant and supportive atmosphere in the online classroom	4.3571429	0.63332369
Include activities that require students to work in groups towards the same goal in the online classroom	4.2857143	0.72627304
Pay attention and listen to each student in the online classroom	4.1428571	0.66299354
Create opportunities in online classes so that students can mix and get to know each other better (e.g. group work, game-like competition)	4.1428571	0.77032889
Make sure that grades reflect not only the students' achievement but also the effort they have put into the task	4.1428571	0.77032889
Monitor students' accomplishments and progress, and celebrate your students' success	4	0.5547002
Monitor student progress and make sure that they are achieving their individual goals related to language learning in the online classroom	4	0.78446454

Table 4.2.2: Ranking of top 15 essential motivational strategies in descending order.

From table 4.2.1, it is visible that the strategy '*take the students' learning very seriously in online classroom'* is the most frequently used motivational strategy as it has the highest mean score, which is 4.3181818 out of 5.

Table 4.2.3 highlights the motivational teaching strategies that are commonly used in a virtual classroom:

Motivational Strategies	Mean	SD
Take the students' learning very seriously in the online classroom	4.3181818	0.77988788
Provide regular feedback about each student's progress	4.3181818	0.56790036
Promote effort among learners	4.1363636	0.63960215
Increase the students' self-motivating capacity (e.g. Self-encouragement) to keep them motivated	4.0454545	0.5754727
Build learners' confidence in an online class by providing regular encouragement	3.9090909	0.75018035
Build learners' confidence by teaching them various strategies to learn English in the online classroom	3.9090909	0.75018035
Encourage learners to have a positive and open-minded attitude towards the English language and its speakers	3.8181818	0.85280287
Set specific goals for each task and keep the goals achievable	3.8181818	0.79500606
Remind your students that the successful mastery of English	3.7727273	0.75162162

is beneficial to their future
(e.g. getting a good job or
pursuing studies abroad)

Table 4.2.3: A list of motivational strategies which are frequently used in online classes

4.3. Findings of the FGD

4.3.1. Lack of resources and technical difficulties with online teaching tools

Since the research revolves around online teaching, the researcher first wanted to know

participants' experiences with online education during a pandemic. When asked about their

experiences, all of the participants gave a similar answer. They pointed out issues such as

'technical difficulties', 'lack of technical support and resources, 'network issues', 'difficulty in

doing classroom assessment', 'difficulties in maintaining student engagement, 'low student

attendance in online classes etc. According to participant 1,

> As a teacher, my online teaching experience is not so good. One of the main reasons is that my
>
> students are from underprivileged backgrounds and do not have a stable internet connection. That
>
> is the biggest challenge for me! Another reason is, my students are very young (grade 3), and they
>
> do not know how to use a video calling software or application. Most of the time, they cannot
>
> follow my instruction in online classes. In the beginning, some of my students unintentionally
>
> pressed the mute button when I was taking the online course. So yeah! My experience of online
>
> teaching is not so good (P1).

4.3.2. Student motivation and student engagement in online English language classes

According to the participants, maintaining student motivation and student engagement is

complex in online language classes. When they were asked whether or not their students are

demotivated, all of the participants reported that most of their students are demotivated. They pointed out some reasons behind the lack of enthusiasm among students, such as 'students get easily distracted in online language classes', 'different learning environment', 'lack of interaction/face to face communication', 'difficulties in using communicative teaching materials' etc. Besides, two participants mentioned that their students were motivated and enthusiastic when taking online classes because it was 'a new thing'. After that, they got demotivated eventually. Participant 3 reported,

> When I started taking online classes, my students were excited to attend my classes. It was a new thing for them; they were excited to communicate with me through their phone. Later, they lost their excitement and became inattentive in classes. Some of them intentionally disconnect the video call to avoid the online courses (P3).

Participant 5 mentioned that the reason behind getting demotivated in online English language classes is not to have enough resources at home; they have in their school. She added that she used flashcards and different physical classroom games that students did not have on online platforms. Moreover, participant 4 pointed out the importance of a learning environment. She stated that the learning environment is different at home; therefore, the students lose interest in the learning process. She added, "Some students do not have the mind set for learning. You can motivate someone who wants to learn something, but it is not an easy job to motivate someone who is already demotivated" (P4).

4.3.3. Teachers' use of motivational strategies in online English language classes

When the participants were asked how they motivated their students in online English language classes, they pointed out some key strategies they found helpful. According to the participants, some strategies were reasonably practical such as 'celebrating students' success', 'developing

attractive teaching materials', 'make task content attractive, challenging and manageable',

'taking short sessions of online classes', 'promoting laughter and humour to break the monotony

of online classes', 'maintaining a collaborative relationship with parents, 'offer rewards and

providing regular feedback to the students' etc. These strategies have been discussed below.

4.3.3.1. Celebrating students' success and offer rewards

All the participants agreed that celebrating students' success was the most helpful strategy to

motivate the students. According to the participants, they always celebrated their learners'

accomplishments to encourage them. The participants reported that they offered rewards to draw

students' attention. They discussed different ways to give rewards. Participant 1 mentioned that,

she used to give chocolates to her students when they successfully completed the task in the

physical classroom. However, in an online classroom, there is no scope for providing tangible

rewards. She stated that she praised her students a lot in online classes whenever they complete

any task successfully. Participant 2 added that her students submitted the home tasks by sending

her pictures of their copies. Whenever she liked their work, she drew a 'smiley' on their pictures.

 Participant 5 reported an innovative way to celebrate students' successes. According to

participant 5, she sent appreciation letters to her students who did well in classroom tasks. She

wrote the letters. However, she made a cartoon character named "The Reader Man" and told her

students that "Reader Man" sent the letters to them. She stated,

> We have a cartoon character called 'Reader man', and his job is to celebrate the kids' success
>
> through a letter. We type the letter by ourselves, but we do not tell this to the kids. We say 'this
>
> letter has come from the reader man who is happy to see you doing all the tasks successfully!
>
> This is an achievement!' So this is how they get motivated (P5).

The participants also pointed out that giving regular feedback was crucial to motivate the students.

4.3.3.2. Making attractive task contents and teaching materials

All the participants agreed that attractive task contents and teaching materials could motivate the students. According to participant 1, communicative teaching material can be used in video calling apps; for instance, the teacher can show flashcards and pictures using software like Zoom / Google meet; however, it also depends on the network and video quality.

Participants emphasised making attractive task content. Participant 3 mentioned that she gave her students home tasks in a different way. In her writing class, she gave the students a half-written story, and the students completed it using their imagination. Later, she checked the story and evaluated it. She reported that her students enjoyed this activity.

4.3.3.3. Break the monotony of online classes

In FGD, participants acknowledged the importance of breaking the monotony of online classes. Participant 2 stated that, as there was no scope for face to face interaction, the students got distracted easily and lost their interest in learning. The participants pointed out several ways to overcome this obstacle. Introducing laughter and humour can be an effective way to break the monotony of online language classes. Participant 4 stated that she often told jokes to her students and asked them funny questions not to get bored. Additionally, in the discussion, some participants mentioned that teachers should give the students short breaks so that they can feel energised and concentrate better. Participant 5 reported, "I take short sessions for my online classes. It helps me to get my students' attention" (P5).

4.3.3.4. Maintaining collaborative relationship with parents

Motivating young learners is quite difficult; some participants suggested maintaining a collaborative relationship with the parents and keeping the parents informed about their children's progress. According to participant 1,

> It is easier to motivate the parents than encouraging their children, you know! If you can make them understand, they will help you to boost your students. They will ensure their children's attendance and participation. So, it is essential to build a parent-teacher relationship (P1).

4.3.4. Difficulties in conducting communicative tasks (group/pair work)

When the participants were asked about conducting group/pair work in an online language classroom, all the participants gave a similar answer. In the FGD discussion, most of the participants expressed that they faced difficulties in conducting communicative tasks. The participants, who use Zoom / Google meet for online classes, can employ certain communicative activities through 'Breakout Room'. Most of the time, these activities are not practical because students usually do not talk and follow instructions in the' Breakout Room'. Conducting game-like activities is more complicated. However, participant 5 reported that she used an app called "Raz-kids" for conducting communicative activities. She also mentioned that these types of facilities are not available in every school in our country.

4.3.5. Traditional language classroom vs. online language classroom

At the end of FGD, the participants were asked about their perspectives on motivating students in a traditional classroom and online classroom. All the participants agreed that motivating students online is more challenging than encouraging them in a physical classroom. They provided some reasons behind this idea which are similar to the facts they discussed before, such as 'technical difficulties', 'learning environment', 'lack of interaction' etc. However, they also agreed that

teachers could rise above these challenges with 'appropriate curriculum and teaching materials,

'technical equipment, 'financial support', 'Availability of resources and teaching tools' etc.

4.4. Discussion about the central research questions

4.4.1. Discussion on research question 1

The aim of research question 1 is to identify the motivational strategies that ESL teachers

considered necessary from Dörnyei's (2001) framework. The quantitative data provide the

answer to this question. From table 4.2.2, it can be seen that from 35 strategies teachers

considered- 'reducing language anxiety', 'developing intrinsic and extrinsic motivation', 'taking

students learning very seriously, 'making attractive task content', 'teaching various strategies to

learn English', 'create a supportive online classroom environment', 'providing regular

encouragement, 'communicative activities', 'celebrating learners' success' and 'promoting goal-

orientedness' most important strategies. The quantitative data findings also reveal that teacher

valued strategies related to 'affective variables', 'learning environment', 'positive information

feedback' and 'task content and activities. This also suggests that teachers have a preference for

specific strategies. According to Denies, Yashima and Janssen (2015), the learning environment

can significantly affect the motivation outcome of the learners. Language anxiety is one of the

critical factors that undermined L2 motivation (Oxford, 2015).

4.4.2. Discussion on research question 2

Research question 2 investigated how often teachers use these motivational strategies in their

online classroom. Table 4.2.3 reports the most frequently used strategy in an online classroom,

which include- 'take the students' learning very seriously', 'provide regular feedback', 'promote

effort among learners', 'increase the students' self-motivating capacity', 'providing regular

encouragement, 'teaching students various strategies to learn English', 'developing intrinsic and

extrinsic motivation' etc. From this finding, it can be seen that teachers focus on certain strategies while avoiding other strategies in online classes. The strategies reported in table 4.2.3 also have a high score on the importance scale, which validate quantitative data findings. Some high-frequency items also matched with the strategies discussed in FGD, for instance, 'provide regular feedback', 'teaching students various strategies to learn English', 'increase the students' self-motivating, 'providing regular encouragement' etc.; The relevance of the results also validates the finding of this research.

Apart from assessing the means of the strategies, the relative frequency of individual strategies was also investigated. There are items whose relative frequency coefficients (z-diff) are low, suggesting the mismatch between the actual use of these strategies and their attached importance.

Strategies	z-diff.
Reduce 'language anxiety (fear, shame etc. for learning English) by removing the anxiety-provoking elements in the online language classroom	-7.707395786
Include activities that require students to work in groups towards the same goal in the online classroom	-0.843291506
Make learning stimulating by involving all students in tasks and roles in online classes	1.002277073
Make task content attractive, challenging, yet manageable	1.9062295
Monitor students' accomplishments and progress, and celebrate your students' success	1.145790539
Present and administer tasks in the online class in a motivating way	2.143193557

Table 4.4.2.1: Five most underutilised strategies relative to the importance attached to it.

Table 4.4.2.1 shows 'reducing language anxiety' and 'communicative activities (group/pair work)' z-diff. Are -7.707395786 and -0.843291506; which suggest that these two strategies are most underutilised relative to their perceived importance. The underutilisation of specific strategies reveals some pivotal issues. From this finding, it can be understood that reducing anxiety-provoking elements, conducting communicative activities, making attractive task contents, and administering tasks in a motivating way is challenging in online classes. In the FGD discussion, teachers pointed out similar obstacles, and one of the biggest reasons behind this is lack of resources, teaching tools and technical support. This research also reveals that the Bangladeshi education system does not have a practical online module for teaching.

4.4.3. Discussion on research question 3

Research question 3 seeks to investigate the teachers' overall perceptions regarding the use of motivational strategies in virtual classrooms. The answer to this question relied on the qualitative data and FGD. Based on the findings from FGD, teachers reported challenges they face teaching online and motivate the learners in online classes. However, the teachers came up with innovative online courses, which were not in Dörnyei's (2001) framework. For instance, they discussed the techniques to celebrate the success of their learners ('appreciation letter' technique). They also reported some attractive task contents (story completing activity, gaming apps). All of them said that teaching and motivating learners online is difficult than in the physical classroom. This also implies that, the whole concept of 'virtual teaching' is new for Bangladeshi EFL teachers and the researchers, material developers, teaching practitioners are trying their best to innovate practical online learning module and develop proper curriculum so that we can rise above these challenges.

Chapter Five: Conclusion

The present study is based on three central research questions addressed by the data analysis. The research questions are-

1. Which motivational strategies are essential to ESL teachers?

2. How often do the teachers use these motivational strategies in the virtual language classroom?

3. What are the perceptions of ESL teachers about the use of motivational strategies in the virtual language classroom?

5.1. Summary of the findings

The present study tried to investigate teachers' use of motivational strategies in the virtual classroom and how ESL teachers perceive the importance of motivational techniques. The significant finding includes that teachers prefer certain types of design and use those strategies that are feasible to use in online classes. This research provides strategies that are important and frequently used by the ESL teachers in online classrooms. The finding of this research also reveals some underutilised strategies relative to the importance attached to them. Along with that, the results of FGD introduce some new strategies invented by the teachers that they use in their online classes.

5.2. Recommendation for further research

This research only addressed teachers' perspective. Due to the pandemic situation, the researcher could not conduct classroom observation, providing more in-depth results. These are some recommendation for further research on this topic-

1. Incorporating students' perspective regarding the use of motivational strategies in the language classroom.

2. Including other research instruments such as classroom observation and interviews.

3. Employing several statistical analysis- Cronbach alphas, triangulation, t-test etc.

4. Including more participants from different levels.

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Appendices

Appendix A
Questionnaire 1

Opening Note

The aim of this questionnaire is to identify and analyse the key motivational strategies that primary level ESL teachers use to motivate their learners in virtual classrooms. Your responses will be very valuable for this research. The information you provide here, will be used only for research purposes. Your information will not be disclosed, so feel free to answer all the questions. This survey will take 5 minutes to complete. Thanks for your support!

Part-I

Would you please answer the following questions?

1. What is your gender?

❏ Female

❏ Male

❏ Prefer not to say

2. Specify your educational qualification (You may tick more than one category)-

❏ BA (Hons.)

❏ B.Ed

❏ M.A.

❏ M.Ed

❏ Other

3. How long have you been teaching English?

❏ Less than 1 year

❏ 1-3 years

❏ 3-5 years

❏ 5-7 years

❏ More than 7 years

4. Where do you teach (You may tick more than one category)?

❏ Govt. School

❏ Private School

5. Have you ever participated in any Teachers' Training course/program? If so, where and how long?

6. Do you have experience in Online Teaching?

o Yes

o No

Part-II

Below is a list of motivational teaching strategies that some teachers use in their classroom to motivate their learners. Would you please decide about each strategy *How Often* you have used it in your own teaching in a *Virtual Classroom*? Thank you for your help!

In the following section, please answer by ticking a number (1-5). Tick only one number for each item and do not leave them blank.

 <u>**Rating Scale:**</u> 5=Always, 4=Often, 3=Sometimes, 4=Rarely, 1=Never

	A. Creating the Basic Motivational Conditions					
Sl no.	Strategies	Always	Often	Sometimes	Rarely	Never
1.	I share my personal interest in English language with my students in online classroom.	5	4	3	2	1
2.	I take the students' learning very	5	4	3	2	1

	seriously in online classroom.				
3.	I pay attention and listen to each of my students in online classroom	5	4	3	2	1
4.	I keep parents regularly informed about their children's progress in online classroom	5	4	3	2	1
5.	I create a pleasant and supportive atmosphere in the online classroom	5	4	3	2	1
6.	I create opportunities in online classes so that students can mix and get to know each other better (e.g. group work, game-like competition)	5	4	3	2	1
7.	I create rules and apply them in online classes	5	4	3	2	1
8.	I observe the rules consistently in online class	5	4	3	2	1

	B. Generating Initial Motivation					
Sl no.	Strategies	Always	Often	Sometimes	Rarely	Never
9.	I invite my senior students who are enthusiastic about learning English to my online classes so that they can talk about their positive experiences	5	4	3	2	1
10.	I develop learners' intrinsic (internal) interest in English language learning process in my online classes	5	4	3	2	1
11.	In my online classes, I encourage my learners to have a positive and open-minded attitude towards the English language and its speakers.	5	4	3	2	1
12.	In my online classes, I remind my students that the successful mastery of English is beneficial to their future (e.g. getting a good job or pursuing studies abroad)	5	4	3	2	1

13.	I design tasks that are within the learners' ability so that they get to experience success regularly in online classroom	5	4	3	2	1
14.	In my online classes, I set specific goals for each task and keep the goals achievable	5	4	3	2	1
15.	While teaching in online classes, I relate the lesson to the everyday experiences and backgrounds of the students.	5	4	3	2	1
16.	While teaching online, I help to create realistic learner beliefs and goals (e.g. explain to them realistically the amount of time needed for making progress in English).	5	4	3	2	1
	C. Maintaining and Protecting Motivation					

Sl no.	Strategies	Always	Often	Sometimes	Rarely	Never
17.	I bring in and encourage humour and laughter frequently to break the monotony of online classroom	5	4	3	2	1
18.	In online classes, I make task content attractive, challenging, yet manageable	5	4	3	2	1
19.	While teaching online, I make learning stimulating by involving all students in tasks and roles	5	4	3	2	1
20.	In online class, I present and administer tasks in a motivating way	5	4	3	2	1
21.	While teaching online, I encourage my learners to select specific, short-term goals for themselves (e.g. learning 5 words every day)	5	4	3	2	1
22.	In online class, I monitor student	5	4	3	2	1

	progress and make sure that they are achieving their individual goals related to language learning				
23.	I provide multiple opportunities for success in the online language class	5	4	3	2	1
24.	I build my learners' confidence in online class by providing regular encouragement	5	4	3	2	1
25.	I reduce 'language anxiety' (fear, shame etc. for learning English) by removing the anxiety-provoking elements in online language classroom	5	4	3	2	1
26.	While teaching online, I build my learners' confidence by teaching them various strategies to learn English	5	4	3	2	1
27.	I create a supportive online classroom environment where	5	4	3	2	1

	students are free from embarrassment and ridicule.				
28.	I include activities that require students to work in groups towards the same goal in online classroom	5	4	3	2	1
29.	In online classroom, I adopt the role of a facilitator and allow my students to solve the tasks themselves	5	4	3	2	1
30.	In online classroom, I increase the students' self-motivating' capacity (e.g. Self-encouragement) to keep them motivated	5	4	3	2	1

D. Encouraging Positive Self-Evaluation

Sl no.	Strategies	Always	Often	Sometimes	Rarely	Never
31.	In online classroom, I promote effort among learners	5	4	3	2	1

32.	While teaching online, I provide regular feedback about each student's progress	5	4	3	2	1
33.	I monitor students' accomplishments and progress, and celebrate my students' success	5	4	3	2	1
34.	In online classroom, I offer rewards in a motivational manner	5	4	3	2	1
35.	While teaching in online courses, I make sure that grades reflect not only the students' achievement but also the effort they have put in the task	5	4	3	2	1

Appendix B

Questionnaire 2

Opening Note

The aim of this questionnaire is to understand teachers' perceptions about using motivational

strategies in virtual classrooms. Your responses will be very valuable for this research. The

information you provide here, will be used only for research purposes. Your information will not

be disclosed, so feel free to answer all the questions. This survey will take 5 minutes to complete.

Thanks for your support!

Part I

1. What is your gender?

- Female

- Male

- Prefer not to say

2. Specify your educational qualification (You may tick more than one category

- B. A. (Hons.)

- B. Ed

- M. A.

- Other

3. How long have you been teaching English?

- Less than 1 year

- 1-3 years

- 3-5 years

- 5-7 years

- More than 7 years

4. Where do you teach? (You may tick more than one category)

- Govt. School

- Private School

5. Have you ever participated in any Teachers' Training course/program? If so, where and how long? (Write N/A, if your answer is 'No')

6. Has your school launched any online platform/virtual class to keep regular class activities running efficiently amid the corona virus pandemic?

- Yes

- No

Part II

Below is a list of motivational teaching strategies that some teachers use in their classroom to motivate their learners. Would you please decide about each strategy *How Important* you believe it is in a *Virtual Classroom*? Thank you for your help!

In the following section, please answer by ticking a number (1-5). Tick only one number for each item and do not leave them blank.

 Rating Scale: 5=Very important, 4=Important, 3=Moderately important, 4=Slightly important, 1=Unimportant

SI no.	Strategies	Very important	Important	Moderately Important	Slightly Important	Unimportant
A. Creating the Basic Motivational Conditions						
1.	Sharing your personal interest in English language while teaching in online classroom	5	4	3	2	1
2.	Take the students' learning very seriously in online classroom	5	4	3	2	1

3.	Pay attention and listen to each students in online classroom	5	4	3	2	1
4.	Keep parents regularly informed about their children's progress in online classroom	5	4	3	2	1
5.	Create a pleasant and supportive atmosphere in the online classroom	5	4	3	2	1
6.	Create opportunities in online classes so that students can mix and get to know each other better (e.g. group work, game-like competition)	5	4	3	2	1
7.	Create rules and apply them in online classes	5	4	3	2	1
8.	Observe the rules consistently in online class	5	4	3	2	1

B. Generating Initial Motivation

Sl no.	Strategies	Very important	Important	Moderately Important	Slightly Important	Unimportant
9.	Invite senior students who are enthusiastic about learning English to your online classes so that they can talk about their positive experiences	5	4	3	2	1
10.	Develop learners' intrinsic (internal) interest in English language learning process in your online classes	5	4	3	2	1
11.	Encourage learners to have a positive and open-minded attitude towards the English language and its speakers	5	4	3	2	1
12.	Remind your students that the successful mastery of English is beneficial to their future (e.g. getting a good job or pursuing studies abroad)	5	4	3	2	1
13.	Design tasks that are within the learners' ability so that they get to	5	4	3	2	1

	experience success regularly in online classroom					
14.	Set specific goals for each task and keep the goals achievable	5	4	3	2	1
15.	Relate the lesson to the everyday experiences and backgrounds of the students	5	4	3	2	1
16.	Help to create realistic learner beliefs and goals (e.g. explain to them realistically the amount of time needed for making progress in English)	5	4	3	2	1

C. Maintaining and Protecting Motivation

Sl no.	Strategies	Very important	Important	Moderately Important	Slightly Important	Unimportant
17.	Bring in and encourage humour and laughter frequently to break the	5	4	3	2	1

	monotony of online classroom					
18.	Make task content attractive, challenging, yet manageable	5	4	3	2	1
19.	Make learning stimulating by involving all students in tasks and roles in online classes	5	4	3	2	1
20.	Present and administer tasks in the online class in a motivating way	5	4	3	2	1
21.	Encourage your learners to select specific, short-term goals for themselves (e.g. learning 5 words every day)	5	4	3	2	1
22.	Monitor student progress and make sure that they are achieving their individual goals related to language learning in online classroom	5	4	3	2	1
23.	Provide multiple opportunities for success in the online language class	5	4	3	2	1

No.	Statement				
24.	Build learners' confidence in online class by providing regular encouragement	5	4	3	2	1
25.	Reduce 'language anxiety' (fear, shame etc. for learning English) by removing the anxiety-provoking elements in online language classroom	5	4	3	2	1
26.	Build learners' confidence by teaching them various strategies to learn English in online classroom	5	4	3	2	1
27.	Create a supportive online classroom environment where students are free from embarrassment and ridicule	5	4	3	2	1
28.	Include activities that require students to work in groups towards the same goal in online classroom	5	4	3	2	1
29.	Adopt the role of a facilitator and allow your students to solve the tasks	5	4	3	2	1

Sl no.	Strategies	Very important	Important	Moderately Important	Slightly Important	Unimportant
	themselves					
30.	Increase the students' self-motivating' capacity (e.g. Self-encouragement) to keep them motivated	5	4	3	2	1

D. Encouraging Positive Self-Evaluation

Sl no.	Strategies	Very important	Important	Moderately Important	Slightly Important	Unimportant
31.	Promote effort among learners	5	4	3	2	1
32.	Provide regular feedback about each student's progress	5	4	3	2	1
33.	Monitor students' accomplishments and progress, and celebrate your students' success	5	4	3	2	1
34.	Offer rewards in a motivational manner	5	4	3	2	1

35.	Make sure that grades reflect not only the students' achievement but also the effort they have put in the task	5	4	3	2	1

If you have any queries about the survey or are interested to know more about the results, please feel free to contact:

shawdiptarahman@gmail.com

Appendix C

FGD Questionnaire for Teachers

This Focus Group Discussion is designed for a study titled "Analysis of ESL Teachers' Motivational Strategies in Virtual Classrooms: A Study in Bangladeshi EFL Context". As a teacher your opinion is crucial for this study. Therefore, I sincerely request you to participate in the discussion. This discussion will be used for research purposes only and its information will be kept confidential.

The discussion will take about an hour. At the beginning I will ask questions and you will give your opinion on that question one by one. If you have something to say after listening to someone else's opinion, you can say it too. I request everyone in the discussion to keep respect for each other. Thanks in advance for your cooperation.

Questions:

1. Do you have experience in online teaching? If yes, how is your experience of online English Language teaching during pandemic?

2. Do you think students are demotivated in online English language classes? If yes, what makes you think so?

3. What strategies do you use in the online English language classroom to motivate your learners?

4. Have these motivational strategies created any positive outcomes? Why or why not?

5. Which motivational strategies are most useful for promoting motivation among learners in online classroom?

6. Do you face any difficulties to conduct group works (or certain types of tasks) in online English Language Classroom? Can you please explain it?

7. Do you face any difficulties to draw your learners' attention to the lesson in online English language classroom?

8. Do you think motivating learners in online classes is difficult than motivating them in physical classes? Why or why not?