

DEVELOPING A MOTIVATION-CONSCIOUS SECOND LANGUAGE TEACHING APPROACH: A LITERATURE SURVEY

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ABSTRACT

Motivation is probably used as the most important factor when describing success and failure in second language (L2) learning. During the lengthy and often tedious process of mastering an L2, learners with sufficient motivation are expected to achieve success. One of the most important determinant factors of L2 learners' motivation is teachers. Therefore, teachers' use of motivational strategies is reasonably considered central in effective English language teaching. But, because of the large number of such strategies available in the existing literature, it is quite challenging for teachers to decide which one to implement in their own classrooms while giving due attention to all the other important aspects of their teaching and classroom management. Keeping this in mind, this literature review presents a detailed framework of practical motivational techniques for language teachers from which they can carefully choose the appropriate strategies that suit both learners and their contexts. And, to begin with, a smaller set of ten motivational core-strategies has also been offered for Bangladeshi English language teachers that can readily be used in Bangladeshi context when trying to implement a motivation-conscious teaching approach.

Key words: Motivation, motivational, strategies, motivational conditional, group norms.

Introduction

The term "motivation" is frequently used by teachers as well as students while trying to explain success or failure in L2 learning (Dornyei & Csizer 2003). It is well accepted not only for L2 learning, but also for learning in general, that motivation is essential to success and without motivation people would almost certainly fail to make the necessary effort to achieve that success (Harmer 98). Motivation is, therefore, related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very remarkable role in determining success or failure in any learning situation, even in the case of the brightest learners (Dornyei, 2001, 1-5).

Motivation has been defined in various ways in ELT literature. Perhaps the one thing about motivation that most researchers would agree on, according to Dornyei (2013), is that it concerns the fundamental question of "why people behave as they do" (519). Many psychologists define motivation as an internal process that activates,

and maintains behavior over time (Pintrich, 2003; Stipek, 2002). Slavin (2006) puts it in plain language when he says "motivation is what gets you going, keeps you going, and determines where you're trying to go" (317). Gardner (1985) defines motivation to learn an L2 as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (10). This definition includes i) an effort expended to achieve a goal; ii) a desire to learn the language; and iii) satisfaction with the task of learning the language.

Mastering L2 is a lengthy and often tedious process. During this process, the learners' enthusiasm, commitment and persistence are key factors that determine success or failure. Learners with sufficient motivation can achieve at least a workable knowledge of an L2, regardless of their language aptitude or other cognitive characteristics (Dornyei, 2001, 5). Therefore, it is of particular importance to ensure L2 learner's motivation (Guilloteaux & Dornyei, 2008).

Teacher's Influence on L2 Learners' Motivation

The factors affecting L2 learners' motivation have been the focus of many studies in motivation in the field of second language acquisition (SLA) in recent years (e.g. Csizer & Dornyei, 2005; Dornyei & Otto, 1998). It has been revealed that one of the most important determinant factors of L2 learners' motivation is teachers (Kaboody, 2013, 48). Through a classroom-oriented empirical investigation into the effects of motivational strategies on L2 learner motivation, Guilloteaux and Dornyei (2008) have also confirmed that student motivation is directly related to teachers' motivational practices. Similar findings have been demonstrated by other researchers (e.g. Bernaus & Gardner, 2008; Cheng & Dornyei, 2007; Dornyei & Csizér, 1998). Such claims have also been strongly expressed in many recent literatures of general motivational psychology (e.g. Anderman & Anderman, 2010; Brophy, 2010; Good & Brophy, 2008). From all these studies it can be said that L2 teachers play "the most influential roles" in helping learners engage and persist in the long journey of second language learning (Kaboody, 2013, 48). It is, therefore, very essential for L2 teachers to pay special attention to motivating their learners, and teachers' skills in motivating learners need to be seen as "central to teaching effectiveness" (Dornyei, 2013, 523).

Teacher's Use of Motivational Strategies in Language Classroom

Traditionally, motivational psychologists have been more concerned about what motivation is than about how to use that knowledge to motivate learners (Guilloteaux & Dornyei, 2008, 56). Recent researchers, both in the fields of general education and L2 learning, have extended their focus to classroom applications of motivation by conceptualizing motivational strategies. A survey of literature related to the study of motivation in the classroom reveals many publications on teacher motivational strategies that are thought to be effective in fostering student motivation in the classroom (for reviews, see, e.g., Anderman & Anderman, 2010; Brophy, 2010; Good & Brophy, 2008; Guilloteaux & Dornyei, 2008; Reid, 2007; Dornyei, 2001; Chambers, 1999; Dornyei & Otto, 1998; Dornyei & Ushioda, 2011). Motivational strategies for language classroom refer to the techniques consciously applied by teachers to elicit and stimulate student motivation, as well as to

sustain ongoing motivated behaviour and protect it from distracting and/or competing action tendencies (Dornyei & Ushioda, 2011; Guilloteaux & Dornyei, 2008).

Language teachers who are interested in promoting their students' motivation can now choose from a variety of strategies based on their personal preferences as well as the needs and characteristics of their students (Dornyei, 2013, 525).

A Framework for Motivational Strategies

A survey of L2 literature offering motivational strategies reveals that the most systematic attempts to date to offer practical motivational techniques for language teachers based on solid theoretical considerations have been made by Dornyei (2001). Dornyei and Ushioda (2011) suggest that a practical framework of motivational strategies should organize the long list of relevant motivational techniques into separate 'themes' and such a clear systematic organization can be found in the framework presented by Dornyei (2001). They also argue that Dornyei's framework offers an important advantage over other potential organizing principles. It follows through the motivational process from "the initial arousal of the motivation to the completion and evaluation of the motivated action" whereas many other motivational frameworks are prepared on the basis of "somewhat arbitrary decisions about selecting certain central themes and building the material around them" (Dornyei & Ushioda, 2011, 107). The key themes or units of Dornyei's (2001) process-oriented organization include – creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

Creating basic motivational conditions

Teachers should first establish a motivation conducive atmosphere to make any attempts to make motivation effective because motivational strategies cannot have desired effects on students in a "motivational vacuum" (Dornyei, 2001, 31). To create such an atmosphere, the most important motivational conditions are – appropriate teacher behaviours and a good relationship with the students; a pleasant and supportive atmosphere in the classroom; and a cohesive learner group with appropriate group norms. According to Dornyei (2001), these three conditions are interrelated

because, for example, a pleasant classroom atmosphere cannot be established if there is tension between the teacher and the students.

Appropriate teacher behaviours and a good relationship with students

One important condition to create a motivational atmosphere is appropriate teacher behaviours and a good relationship with the students. Every action and behaviour of a teacher in the classroom has motivational influence on students (Dornyei & Ushioda, 2011, 109). The empirical study conducted by Dornyei and Csizer (1998) in Hungary confirms the claim that teacher behaviour is the most powerful tool of motivation in classroom, but, at the same time, is extremely underutilized. Therefore, a key element for creating a motivational classroom atmosphere is to establish relationships of mutual trust and respect with the learners (Alison & Halliwell, 2002). To build such mutual trust and respect, the teacher can also interact with learners on a personal level and show that he or she cares for their progress and recognizes their individual effort (Dornyei & Ushioda, 2011). Teacher's enthusiasm is another factor which many believe to be the most important ingredient of motivationally successful teaching. Enthusiasm is contagious in classroom; when students perceive their teacher as enthusiastic they will feel more "intrinsically motivated" and get actively engaged in classroom tasks. Even their intrinsic motivation may also continue in follow-up tasks where the teacher is not present (Dornyei & Ushioda, 2011, 189).

A pleasant and supportive atmosphere in the classroom

There should be a "pleasant and supportive atmosphere" in the classroom (Dornyei, 2001, 40). This type of psychologically safe environment in a classroom is made up of a number of different components: teacher's rapport with the students, students' relationship with each other, norm of tolerance, and humour (Dornyei, 2001, 41). Student anxiety created by a tense classroom is one of the most powerful factors that undermine learning effectiveness and L2 motivation (Dornyei, 2007). Classroom atmosphere should be such where students feel they are protected from ridicule and embarrassment. In such a "psychologically safe classroom climate" learners' engagement will be the highest and they will be encouraged to express their opinions and to take risks (Dornyei & Ushioda, 2011, 110).

A cohesive learner group with group norms

The third basic condition concerns creating a cohesive learner group with constructive group norms. A cohesive learner group is one in which there is a strong "we" feeling and which students are happy to belong to (Dornyei, 2001, 43). Cohesiveness among the learners in a class is often revealed by them seeking each other out, providing mutual support, making each other welcome in the group (Ehrman & Dornyei, 1998). Students' motivation tends to increase in cohesive class groups (Dornyei, 2001). Dornyei and Ushioda (2011) also state that cohesiveness among the class members have important motivational influence on learning (111). Constructive group norms that are effective learning-oriented help develop group cohesiveness and thus remarkably contribute to group motivation (Dornyei, 2001, 45).

Group norms or a set of class rules that are developed by both teacher and learners through explicit discussion and mutual consent are most likely to be effective, whereas teacher-imposed norms are unlikely to become effective group norms unless they are accepted as right or proper by the majority of the learners (Ehrman & Dornyei, 1998). Dornyei and Ushioda (2011) observe that one norm which is particularly important in language learning situation is the norm of tolerance. The environment of a language classroom is inherently face-threatening because students are required to take continuous risks while communicating in L2 with their limited abilities. Dornyei (2001) makes a vital point regarding class norms that if the teacher is not careful about the enforcement of the established norms, students will quickly deduce that those rules are not really important and will rapidly start disobeying them (47).

Generating initial motivation

Every teacher will be happy and will feel his/her dream about the learner group has come true if the students are motivated. The students are driven by the curiosity to learn and to achieve their goals and therefore, the learning experience for them is a constant source of intrinsic pleasure. However, the fact is this is rarely the case. In a large-scale US survey, Csikszentmihalyi and his colleagues (Schneider, Csikszentmihalyi & Knauth, 1995; as cited in Dornyei, 2001) found out that schoolwork was considered to be the least rewarding activity, and the students described their classroom

experience as boring, not enjoyable and constrained. Therefore, it is the job of the teacher to contribute positively to generate student motivation and help them develop positive attitudes towards learning the L2 even if the basic motivational conditions are already in place (Dornyei & Ushioda, 2011, 113). Dornyei (2001) has divided the strategies that teachers can use to generate students' motivation into five main groups: enhancing the learners' language-related values and attitudes; increasing the learners' expectancy of success; increasing the learners' goal-orientedness; making the teaching materials relevant for the learners; creating realistic learner beliefs.

Enhancing learners' language-related values and attitudes

Dornyei (2001) suggests that by promoting positive values and attitudes among learners regarding the target language, perhaps the "most far-reaching consequences" in motivating L2 learners can be achieved (51). In the context of learning English as L2, teachers can include intrinsic and instrumental values of learning the language. "The interest in and anticipated enjoyment of the language learning activity" are related with the intrinsic value of learning L2 (Dornyei, 2001, 53). To generate interest in English, teachers should arouse the students' curiosity and attention, and create an attractive image for the language course. Instrumental values refer to the "perceived practical, pragmatic benefits" that might arise from the mastery of the L2 (Dornyei, 2001, 56). In order to motivate L2 learners to invest more effort, teachers can – remind students of the instrumental role of L2 in achieving their valued goals; reiterate the importance of L2 in the world and its usefulness for themselves; and carefully use rewards for successful task completion (Dornyei & Ushioda, 2011, 114-115).

Another type of value regarding learning English language could be "intercultural value" which refers to interest in the English speakers and their cultures (Dornyei & Ushioda, 2011, 114). Dornyei and Ushioda (2011) argues that, with the rise of Global English, the notions of target language speakers and their culture in motivating learners of English as L2 have lost their relevance because "the ownership of Global English clearly does not belong to a specific geographically defined community of speakers" (Dornyei & Ushioda, 2011, 72). Today, English is widely used as a

"lingua franca" between speakers whose native language is not English. As a result, the traditional concepts of English learning motivation such as "integrativeness" and attitudes to English speakers and their culture do not have much meaning (72).

Increasing learners' expectancy of success

It is an undeniable fact, according to Dornyei (2001, 57), that people do things best if they believe they can succeed. Similarly, the students learn best when they expect success. It is unlikely that students will be motivated to aim for something if they feel they will never succeed. Therefore, language teachers can ensure their students actively do activities by promoting the learners' expectation of success in the L2. Brophy (2010) states that, "the simplest way to ensure that students expect success is to make sure they achieve it consistently" (54). Teachers can also increase learners' expectancy of success in specific tasks by allowing them sufficient preparation time and offering them assistance, explaining to them what success is involved in the task, helping them overcome any serious obstacles to success, and letting students help each other (Dornyei & Ushioda, 2011, 115; Dornyei, 2001, 58-59).

Increasing the learners' goal-orientedness

Goals are considered by both educational psychologists and L2 researchers to have potentially powerful influence on student motivation in classroom settings. Dornyei and Ushioda (2011, 116) sketch four mechanisms by which goals affect students' performance: they direct attention and effort towards goal-relevant activities; they help expend the amount of effort as required by different tasks; they encourage persistence until the goal is accomplished; and they promote the search for appropriate action plans or task strategies. Students may have diverse personal goal orientations, but those can be modified in response to the goal orientations emphasized by their teachers (Brophy, 2010). It is essential for the successful working of a group to have "a sense of direction and a common purpose." (Hadfield, 1992, 134). In a language class, it would be beneficial to increase the group's goal-orientedness, that is, the extent to which the group is attuned to pursuing its "official goal" which in our case is learning English (Dornyei & Ushioda, 2011, 115). Teachers may initiate a discussion with students with the objective of outlining group goal(s). It is also important to have a recurring review of the original goal(s) in view of the progress made towards them.

Making teaching materials relevant for learners

One of the most demotivating factors for learners is learning something that has “no seeming relevance whatsoever to their lives” (Dornyei & Ushioda, 2011, 116). On the basis of much of the motivational guidance and techniques offered to teachers in educational literature, a general principle for teachers drawn by Dornyei and Ushioda (2011) is “find out your students’ goals and the topics they want to learn, and build these into your syllabus as much as possible” (116). Unless students find the material they are taught worth learning, they are not motivated to learn. But the reality in many educational contexts is that teachers have to use a ready-made coursebook prepared by some central bodies or commercial publishers. Dornyei (2001, 66) suggests that in order to make these texts motivating for the particular learner group, teachers can link classroom topics and activities to the students’ real life experience, preferences and backgrounds. He also suggests that teachers should supplement some activities in textbooks with more relevant materials that can motivate students to learn and if necessary, teachers can write alternative units for a coursebook or design thematic presentation or games.

Creating realistic learner beliefs

Teachers should help learners create realistic beliefs about language learning. It is normal that most learners will have certain beliefs about language learning and most of these beliefs are likely to be (at least partly) incorrect. Dornyei (2001) precautions the teachers saying that incorrect beliefs can become real barriers to the mastery of an L2. Unrealistic beliefs that learners hold about how much progress to expect, in what ways and how fast, can function like “time booms” at the beginning of a language course because these are almost certainly create disappointment among learners, or because they clash with the course methodology and thus hinder progress (Dornyei & Ushioda, 2011, 117; Dornyei, 2001, 67). Dornyei (2001, 70) offers L2 teachers two strategies to help learners create realistic beliefs – one, positive confrontation of the possible incorrect beliefs, expectations, and assumptions that learners may have; and another, carefully raising the learners general awareness about the different ways language are learnt and the number of factors that can contribute to their success in learning L2.

Maintaining and protecting motivation

As it is very essential to generate and initiate learners’ motivation, it is equally important to maintain and protect learners’ motivation. Unless learners’ motivation is actively nurtured and protected by teachers, Dornyei and Ushioda (2011) caution that, “the natural tendency to lose sight of the goal, to get tired or board of the activity and to give way to attractive distractions or competing action tendencies will result in the initial motivation gradually petering out” (118). Dornyei (2001) has offered eight ways to maintain and protect learners’ motivation: making learning stimulating and enjoyable; presenting tasks in a motivating way; setting specific learner goals; protecting the learners’ self-esteem and increasing their self-confidence; allowing learners to maintain a positive social image; promoting cooperation among the learners; creating learner autonomy; promoting self-motivating learner strategies.

Making learning stimulating and enjoyable

One way to sustain motivation is to make the learning experience enjoyable. Dornyei and Ushioda (2011) state a general relation between learning experience and learner engagement saying “the higher the quality of the learning experience, the more learner engagement and persistence we can expect” (118). For motivationally conscious teaching practice, they have proposed two key ways to enhance learning experience. One way is breaking the monotony of learning. Teachers can make teaching more interesting through varying presentation styles, learning materials, learning tasks, and activity sequence. Another way is making the task more interesting. This is the best known motivational strategy. Dornyei and Ushioda (2011) rightly point out that many practitioners would simply equate the adjective ‘motivation’ with ‘interesting’ (119).

Presenting tasks in a motivating way

The way teachers present the learning tasks bears a strong effect on how the students perceive the assigned activity. To make a task motivating teachers need to make the task challenging but achievable. If the teaching lacks instructional clarity, learners’ motivation can rarely be aroused. Teachers also need to make a task meaningful to learners by clarifying the purpose of the task and arousing their anticipation toward the task. Unless students find classroom tasks worth doing, they will not get themselves actively involved in

performing the tasks. Teachers may also offer suitable strategies for doing the tasks. (Dornyei & Ushioda, 2011, 119)

Setting specific learner goals

In an earlier strategy, there has been a discussion about goals which is basically learners' general level of goal-orientedness. Here, the focus is on specific and short-term goals which can be called "subgoals". Situations specific, short-term goals can help the learner to structure the learning process and such goals provide immediate extra incentives. Usual subgoals within the L2 learning context are upcoming tests, exams or competitions, but goal-setting is not restricted to such formal events only. Personal goals such as reading a chapter of a book every weekend or learning 10 new words every day may boost learning just as well. (Dornyei, 2001, 82)

Protecting learners' self-esteem and increasing their self-confidence

Learners' self-esteem and self-confidence play key roles in maintaining motivation. Learners will not be able to make any real progress if they have doubts about their abilities (Dornyei & Ushioda, 2011, 120). According to Dornyei (2001, 86), the notion of "confidence" is closely related to the concepts like "self-esteem", "self-efficacy" and "anxiety". Teachers can promote learners' self-confidence in different ways. Dornyei (2001) suggests four main ways to foster learners' confidence: providing experiences of success; encouraging the learners; reducing language anxiety; and teaching learner strategies.

Allowing learners' to maintain a positive social image

According to Dornyei and Ushioda (2011, 121), motivation can also be preserved when students feel that they can demonstrate a positive social image and show their strength. Similarly, learners' social image can be enhanced by avoiding criticisms and corrections that can be considered humiliating, and by "working on" the group as a whole in order to establish norms of tolerance and acceptance.

Promoting cooperation among learners

Dornyei (2001) states that encouraging cooperation between students is a powerful means of increasing student motivation. He believes that students in cooperative environments "have more positive

attitudes towards learning and develop higher self-esteem and self-confidence than in other classroom structures" (100). In L2 context, various forms of peer cooperation, for examples, small group activities or project work in the spirit of communicative language teaching, have become well-established techniques. To build learners' communicative competence, such cooperative activities are seen in modern language teaching methodologies as a prerequisite due to the fact that they involve peer interaction (Dornyei, 2001, 100).

Creating learner autonomy.

Contemporary language-teaching methodologies make the assumption that taking an active, independent attitude to learning – that is, becoming an autonomous learner – is beneficial to learning. Teachers can foster learning autonomy in different ways. Key issues include allowing students real choices, sharing responsibilities with the students, and encouraging student contributions, peer teaching and project work. (Dornyei & Ushioda, 2011, 122-123).

Promoting self-motivating learner strategies

Most of the discussions on maintaining motivation emphasized the role of the teacher, but if we also give the students the opportunity to share this responsibility, it will be beneficial. Learners who motivate themselves exhibit more success in pursuing their goals. Teachers can promote their students' self-motivation by drawing their attention to useful self-motivating strategies, such as keeping in mind favorable expectations or positive incentives and rewards, dealing with procrastination and boredom, and eliminating distractions. (Dornyei & Ushioda, 2011, 124-126).

Encouraging positive self-evaluation

How learners approach subsequent learning tasks depends on a few issues – the way students feel about their past accomplishments, the amount of satisfaction they experience after successful task completion and the reasons to which they attribute past success and failure (Dornyei & Ushioda, 2011, p. 126). Through the use of appropriate strategies, teachers can help learners to assess their achievements in a more "positive light" and to attribute their success to their abilities plus efforts. In this regard, Dornyei and Ushioda (2011) have specifically mentioned three post-actional strategies: promoting attributions to effort rather than to ability; providing motivational feedback;

and increasing learner satisfaction and the question of rewards and grades.

Promoting attributions to effort rather than to abilities

In failure situations, teachers always need to promote their learners’ effort attribution, i.e., drawing their attention to the low effort they exerted as being a strong reason for underachievement. Teachers should not attribute poor performance to learners’ low ability. This will communicate to students that they can do better in the future. On the other hand, when it is the case of learner success, it should not be attributed entirely to effort but also to a stable cause such as talent. (Dornyei & Ushioda, 2011, 127)

Providing motivational feedback

The attributional aspect, according to Dornyei and Ushioda (2011) is a very important element of motivationally effective feedback. They say there are some important issues to consider regarding giving students effective feedback. One of them is giving learners “information feedback” that enables students to understand where they are in relation to achieving goals and what they need to do to continue or improve their progress. Another one is encouraging learners by focusing that task attainment is within the students’ means. Effective feedback also contains a positive persuasive element – communicating that the teacher believes that the student is capable of reaching certain predetermined goal. A further important component of effective teacher feedback is drawing learners’ attention to applying effective strategies to learn the L2 (127-128).

Increasing learner satisfaction and the question of rewards and grades

Satisfaction is a major component of motivation. Motivational strategies that aim at increasing learner satisfaction usually focus on allowing students to perform a task, encouraging them to be proud of themselves after accomplishing a task, reminding them from time to time of their general progress, celebrating success and using motivationally appropriate rewards (Dornyei & Ushioda, 2011, 128). It also motivates learners when they find that teachers care about their progress. Teachers can let them perceive so by recognizing students’ effort and celebrating their success (Hossain & Rahman, 2015, 157). This also helps establish good rapport, promote students’

self-confidence and motivate them to try harder (*ibid*).

A Smaller Set of Core Motivational Strategies

As the number of above mentioned strategies is quite large, it might be to some extent challenging for teachers to decide which one to implement in their own classrooms while giving due attention to all the other important aspects of their teaching and classroom management (Dornyei & Ushioda, 2011, 133). In this regard, a very practical and workable approach would be, according to Dornyei (2013), to carefully choose a few appropriate strategies that suit both teachers and their students because “some of the most motivating teachers rely on only a handful of techniques” (523). For this reason, Dornyei and Ushioda (2011, 134) suggest that teachers should begin with a few well-chosen core strategies to which teachers can pay special attention while trying to apply a motivation-conscious teaching approach. Moreover, Cheng and Dornyei (2007, 155) have pointed out that the culture-specific variables of other educational contexts such as the learners’ approach to learning, the teachers’ teaching methods and ideologies as well as the contextual realities of different learning environments may render some techniques highly effective, while others less useful. Reiterating this view, Dornyei and Ushioda (2011, 135) also state that no single set of pedagogical recommendations should be considered readily applicable to all teaching contexts, without taking into consideration what is appropriate for the local sociocultural context and the unique characteristics of each teacher-learner group and classroom setting.

These were the rationales for Hossain and Rahman’s (2015) empirical study in Bangladeshi educational context to draw up a smaller set of ten motivational strategies for Bangladeshi English language teachers which is appropriate to use in the socio-cultural and educational settings of Bangladesh. The ten strategies produced by the study for motivating Bangladeshi English language learners, which they have called core-strategies or macrostrategies following Cheng and Dornyei (2007), are:

- 1) Promote learners’ self-confidence
- 2) Set a personal example with your own behavior
- 3) Present tasks properly

- 4) Recognise students' effort and celebrate their success
 - 5) Encourage the use of English
 - 6) Increase learners' goal-orientedness
 - 7) Promote learner autonomy
 - 8) Promote group cohesiveness and group norms
 - 9) Create a pleasant and relaxed atmosphere in the classroom
 - 10) Make the learning tasks stimulating and enjoyable
- (Hossain & Rahman, 2015, 153-154)

Similar to the strategies in the Motivational Framework above, a description for the core-strategies in this section may also seem necessary for their successful adoption in the classroom context. But if done so, that will be in most cases repetition, because, except two, all of them are directly or indirectly similar to particular strategies delineated in the Motivational Framework. And a careful reading of those strategies will help teachers in regard to classroom implementation of the core-strategies. Descriptions for each of the two core-strategies – 1) promote learners' self-confidence and 5) encourage the use of English, have been given in the following two paragraphs:

Promoting learners' self-confidence is a very powerful and influential technique in motivating L2 students. Self-confidence in general refers to "the belief that a person has the ability to produce results, accomplish goals, or perform task competently" (Dornyei, 2005, 73). It is important to instill confidence in the learners about their abilities and their capabilities for success (as cited in Dornyei, 2005). The way learners perceive or judge their own ability has a significant effect on the effort they are willing to devote to complete a task (Cheng and Dornyei, 2007, 162). In an attempt to instill confidence in their learners, teachers may provide students with positive feedback, teach them learning techniques, and make them understand that communicating meaning effectively is more important than grammatical correctness (Hossain & Rahman, 2015, 156).

Teachers also need to encourage their students to use English. To sustain the initial motivation, teachers need to increase their own use of English in the classroom and also remind students of the benefits of mastering English. But, there is a tendency among English teachers in our schools and colleges to use Bangla in their instructions much more than justifiable which in turn

demotivates learners to increase their use of English. (Hossain & Rahman, 2015, 157)

English Teachers in Bangladesh can now pay special attention to this small list of core-strategies when trying to implement a motivation-conscious teaching approach and this core set can be extended when the strategies have been sufficiently internalized and automated. According to Dornyei and Ushioda (2011, 134), such smaller set of core-strategies might indeed make the concept of motivating learners more manageable and teacher-friendly.

Conclusion and Recommendations

This paper has reviewed a selection of recent literature on motivation related to L2 teaching and learning. It has briefly pointed out what motivation is and its importance in L2 learning. It has also discussed teachers' role in learner motivation and highlighted the need for a framework of motivational strategies and has delineated a detail framework of motivational strategies for L2 teachers. Finally, a smaller set of ten core-strategies or macro strategies has been presented. Teachers may find these macro strategies useful and easy to adopt in their English language classes. They can now pay special attention to these core-strategies when trying to implement a motivation-conscious second language teaching approach. When the core set has been sufficiently internalized and automated, it can be extended and the strategies delineated in the framework can be adopted.

Since achieving mastery of an L2 or developing communicative proficiency in an L2 demands considerable time, effort and commitment, learner motivation is bound to fluctuate throughout this process (Dornyei & Ushioda, 2011, 60). Moreover, language learning needs to be sustained outside and beyond the classroom (Dornyei & Ushioda, 2011, 136). Therefore, students who become dependent on their teachers to motivate them and who do not develop their own motivation and self-regulatory strategies will not get very far (Ushioda, 2008, cited in Dornyei & Ushioda, 2011, 136). So, rather than merely thinking about techniques for motivating students, teachers should perhaps also think in terms of creating the conditions for developing students' motivation from 'within', which is internally driven motivation, and helping them to sustain this motivation (Ushioda, 2003,

cited in Dornyei & Ushioda, 2011, 136). Our English language teachers can generate such internally driven learner motivation if they carefully pay attention to the strategies outlined in the framework under the theme “maintaining and protecting motivation”.

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