

Use of Motivational Strategies in English Classrooms: Perceptions of Bangladeshi Secondary School English Teachers and Students

Narottam Chandra Sil

ID# 15377008

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

BRAC Institute of Languages (BIL), BRAC University

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BRAC Institute of Languages (BIL)

BRAC University (14th Floor)

66 Mohakhali, Dhaka – 1212

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Declaration

I do, hereby, declare that the Dissertation titled “Use of Motivational Strategies in English Classrooms: Perceptions of Bangladeshi Secondary School English Teachers and Students” is submitted to BRAC Institute of Languages (BIL), BRAC University, 66, Mohakhali, Dhaka – 1212 in partial fulfillment of the degree of MA in TESOL. I also declare that this paper is the result of my personal investigation; it has never been presented and submitted wholly or in part for any other degree.

Narottam

Signature: _____

Name : Narottam Chandra Sil

Date : 02 October, 2017

Approved by:

Supervisor

Coordinator, TESOL

Director, BRAC Institute of Languages (BIL),
BRAC University

Abstract

The current study concentrates on the practice of motivational teaching strategies in the secondary school English classrooms in Bangladesh. The study serves two main purposes: first, it investigates how English teachers identify and implement motivational teaching strategies in their classrooms and second, how their students perceive and observe specific teaching strategies. The study was carried out in twenty-five secondary schools involving fifty English teachers and ninety students from class eight to ten as participants. It followed a combination of mixed (qualitative and quantitative) methods research approach. For the quantitative phase of the study Likert-scale questionnaire measuring teachers' and students' ranking of teaching strategies encouraged by motivational strategy framework of Dörnyei and the qualitative phase pre- and post-observation teacher interviews and student interviews and classroom observations instruments were employed. The results, on the basis of the quantitative phase (teacher questionnaire data), indicate that the fifty English teachers considered, the fifty teachers considered the strategies '*relevant curriculum*', '*pleasant environment*', '*diminishing language anxiety*', '*increasing individual and class goals*', '*presenting motivating tasks*', '*providing positive information feedback*', '*building learners' confidence*', '*providing encouragement*', '*making learning more enjoyable*', '*promoting cooperation*' and '*taking students' learning very seriously*' as the ten most important motivational teaching strategies among the thirty-five motivational strategies set in the teacher questionnaire. The results of the qualitative phase (teacher interviews and classroom observation data), indicate that the motivational strategies that the five English teachers claimed to use in the classroom aligned well with their actual classroom practices and what students reported as motivating. But the students differed from their teachers with regard to the ranking order of the questionnaire of the same ten strategies. During the post-observation interviews, teachers positively reflected on their observations. Similarities were found between the teachers' previous claims about the use of motivational teaching strategies and actual classroom practice. Observation data also disclosed the overlapped themes about motivational teaching strategies among the five teachers. The findings of the study provide new insight into English teachers' perceptions of motivational teaching strategy use as well as students' perceptions of their teachers' strategic choices in their classrooms. The study offers both a theoretically informed and an empirically grounded framework for future research on English language motivation and teaching strategies through a mixed methods data analysis for further classroom research.

Keywords: Motivation, L2 motivation, Motivational strategies, English language, Bangladeshi English teachers, Bangladeshi students, Bangladeshi secondary schools

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List of Symbols

- t : Independent t - test
- p : Significance of Independent t - test
- α : Alpha
- δ : Standard Deviation
- d : Effect Size
- m : Mean Score

List of Acronyms

ANOVA	: Analysis of Variance
ELT	: English Language Teaching
EFL	: English as a Foreign Language
FGD	: Focus Group Discussion
GW	: Group Work
HSC	: Higher Secondary School Certificate
HT	: Head Teacher
IW	: Individual Work
L2	: Second Language
MMR	: Mixed Method Research
MS	: Motivational Strategy
PW	: Pair Work
SD	: Standard Deviation
SLA	: Second Language Acquisition
SMC	: School Managing Committee
Ss - Ss	: Students-Students
Ss'	: Students'
SSC	: Secondary School Certificate
TS	: Teaching Strategy
T-Ss	: Teacher-Students
T - Ss - Ss	: Teacher-Students-Students

Statement of Original Authorship

I do, hereby, attest that the dissertation submitted to BRAC Institute of Languages (BIL), BRAC University, 66, Mohakhali, Dhaka – 1212 in partial fulfillment of the degree of MA in TESOL is totally based on my own investigation and written in my own language. I also attest that this paper has not been presented and submitted wholly or partly for any other degree. To the best of my knowledge and belief, no part of this thesis paper contains any copied or plagiarized material from any published or unpublished work of other authors except where due reference is made. Upon submission of this dissertation for assessment, I agree to make no change, additions, or deletions during assessment and for a minimum of three months after receiving the assessment results.



Signature: _____

Name : Narottam Chandra Sil

Date : 02 October, 2017

Preface

Being a student of TESOL at BRAC Institute of Languages (BIL), BRAC University, I had the opportunity to learn about various research methods both formally through the course *TSL 509: Classroom Research and Research Methods in ELT* and informally various workshops. The course also offered me an opportunity to carry out a research. The knowledge and expertise I acquired about conducting research from the aforesaid course helped me greatly while conducting the current study. With regard to this, I am thankful to BRAC Institute of Languages (BIL), especially Professor Dr. Sayeedur Rahman (Institute of Modern Languages, University of Dhaka), Academic Coordinator, MA in TESOL, BRAC Institute of Languages (BIL), BRAC University for offering such an amazingly practical course. Apart from this, I am lucky enough having had the privilege of working with the inspiring professor again.

At the beginning of my study, I felt different problems in terms of support and opportunities to reflect and discuss study with peers and professors. However, when I got the respected Professor Dr. Sayeedur Rahman as my supervisor, I became able to overcome my problems gradually. How inspiring he was for me! Whenever I got a chance, I used to go to his room and discussed different issues of my research. However, I feel honored and proud having accomplished the hard work with his help. I am grateful to him for his invaluable suggestions and advice.

The current study focuses on the practice of motivational teaching strategies in the secondary school English classrooms in Bangladesh. The main objective of the study was to investigate motivational teaching strategies in an English classroom context by investigating the strategies teachers claimed to use and actually used in their classrooms and to what degree students perceive these strategies as motivating. The study perused several aims: first, it investigated the perceptions of both teachers and students of the strategies use; second, it compared teachers' views of their motivational teaching strategy use with those of the students; and finally, it applied a mixed methods design in order to triangulate quantitative and qualitative data.

It is hoped that the findings from this study will improve teacher-student relationships and foster more motivation in their classrooms by helping them better understand the use of teaching strategies and apply the strategies in their own teaching context. This study has also provided an awareness of different perceptions between students and teachers.

I am confident that my dissertation journey provided me with an outstanding foundation for my future career in teaching and academia since it has allowed me to conduct a worthy and interesting research. I hope that the study will shed light and provide insight into the nature of motivational teaching strategies in English language classrooms.

Narottam

(Narottam Chandra Sil)

02 October, 2017

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Chapter One: Introduction

Introduction

With motivation being one of the key factors that determine success in second language (L2)/foreign language learning, strategies for motivating language learners should be seen as an important aspect of L2/foreign language motivation (Cheng & Dörnyei, 2007, p. 154). Teachers' use of motivational strategies is generally believed to enhance student motivation. Learners' motivation in L2/foreign language is directly linked with teachers' motivational practices (Guilloteaux & Dörnyei, 2008).

Motivational strategies are the integral parts of L2/foreign language teaching and learning. But motivating learners to develop in the target language is acknowledged to be a complex process because learners face many obstacles in learning the target language and are often demotivated to learn (Kabody, 2013, p. 45). Teachers' use of certain motivational strategies identified by researchers on motivation, can help learners adopt more positive attitudes towards language learning. A teacher needs to use the motivational strategies in the second/foreign language classrooms to trigger up the achievement of the learners.

Dörnyei and Ushoida (2011) suggests that teachers begin with a few well-chosen core strategies to which they can pay special attention when trying to implement motivation-conscious teaching approach. Due to the great importance of motivational strategies, L2/ foreign language teachers must have the knowledge of motivational strategies and practice them in their classrooms since motivating young people is a fundamental part of what is to be a teacher (Smith, 2001). For language achievement student need a modicum of motivation. Even a well-designed curricula and good teaching cannot determine student language achievement for want of a modicum of motivation (Dörnyei & Csizér, 1998, p. 203).

1.1 Background and Context of the Study

The issue of English language teaching in Bangladeshi context is of great national importance because of the increasing demand of English in the globalized world. Although students study English as a compulsory subject from class for twelve years (from class one to twelve) in Bangladesh, the results of different public exams (e.g. SSC and HSC) and different competitive exams in English are not up to the mark. Students perform poorly in English with a high failure

rate (Habib & Chakraborty, 2014). Because of the increasing demand of English language, it continues enjoying a considerable amount of attention at the tertiary level where learners are offered different English courses as well as for success in higher education and also later in professional career. Despite all these efforts, majority of the students fail to communicate in English effectively (Sultana, 2014).

In order to achieve success in English - improve students' performance in English motivation is essential. Not only for English language learning but for learning in general motivation is essential for success and without motivation people would almost certainly fail to make the necessary effort to achieve that success (Hermer, 2007, p. 98). Motivation "provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998, p. 117). Without sufficient motivation, even highly competent and cognitively capable individuals may be unable to accomplish long-term goals (Dörnyei & Ryan, 2015). Most teachers and researchers would agree that motivation has a remarkable role in success and failure in L2/foreign language learning in general, and in classroom language learning in particular even in case of brightest learners (Dörnyei, 2001, p. 1-5). Learners with sufficient motivation can achieve at least a workable knowledge of an L2/foreign language, regardless of their language aptitude or other cognitive characteristics (Doenyei, 2001, p. 5). Therefore, it is of particular importance to ensure L2/foreign language learners' motivation (Gulilloteaux & Dörnyei, 2008).

The role of teachers in the language classrooms is very significant in learners' motivation using motivational teaching strategies since teachers play the most significant role in language classes engaging the learners and pursuing them the long journey of their language learning (Kabody, 2013, p. 48). It is therefore, very essential for L2/foreign language teachers to pay special attention to motivating their learners and teachers' skills in motivating learners need to be seen as 'central teaching effectiveness' (Dörnyei, 2013, p. 523). So, it is well established that a teacher must have the knowledge of effective motivational teaching strategies. Teachers' use of effective motivational teaching strategies in English classrooms can certainly improve students' performance in English.

Without identifying the widely used motivational strategies, it would be difficult for English teachers to make the learners motivate to study the language. Since secondary level teachers deal with the juveniles, it is crucial for them to be selective about motivational strategies to grasp the attentions of them in the classroom. While reviewing currently available literature it is evident that an impressive number of motivational strategies offered by the previous researchers. Most of them derived from western educational contexts. So, these strategies reveal discrepancies with regards to culture and teacher function. So, these are not appropriate for all educational context being culturally dependent. Cheng and Dörnyei (2007) pointed out that depending on the culture-specific variables of other educational contexts such as learners' approach to learning, teachers' teaching methods and ideologies as well as the contextual realities of different learning environments may render some of those techniques highly effective, while the others less useful. No single set of pedagogical recommendations should be considered readily applicable to all teaching contexts without considering the appropriateness for the local socio-cultural context and the unique characteristics of each teacher-learner group and classroom setting (Dörnyei and Ushoida, 2011, p. 135).

Bangladeshi educational context is different in many aspects from western educational context. Apart from this, the use of huge number of strategies might be quite challenging for them to select the key motivational teaching strategies for their own classrooms while giving due attention to all other important aspects of their teaching. So, it is essential to map a list of key motivational strategies for Bangladeshi secondary level English teachers which reflects teachers' and students' beliefs and perceptions in genuine classroom settings and is also appropriate to use in the socio-cultural and educational setting of Bangladesh to help Bangladeshi English teachers motivate their students in learning English.

Therefore, the study will try to find out the key motivational strategies used by the secondary level English teachers in their classrooms in the context of English language teaching (ELT) in Bangladesh reflecting their own and their students' perceptions in terms of motivational strategy use as well as a drawing a comparison in the perceptions of the two groups (teachers and students). Thus, the appropriate motivational strategies can possibly enhance students' performance in English classrooms.

1.2 Objectives and Purposes of the Study

The present study focuses on the practice of motivational teaching strategies in the secondary school English classrooms in Bangladesh. The study peruses several objectives: first, it investigates perceptions of both teachers and students about the teaching strategies; second, it compares teachers' strategy views with actual classroom practices. The purpose of this study is to investigate motivational teaching strategies in an English classroom context by investigating the strategies teachers claim to use, actually use and to what degree students perceive these strategies as motivating.

1.3 Research Questions of the Study

The following research questions were investigated to fulfill objectives of the study:

1. What are the key motivational teaching strategies that English teachers use in their classrooms and which do they consider important?
2. What motivational teaching strategies do English teachers claim to use and actually use in their classrooms?
3. How do English teachers perceive their own teaching in terms of motivational strategy use?
4. How do students perceive their English teachers' use of teaching strategies and which do they consider important?
5. How do English teachers' views of teaching strategies compare to students' views?

1.4 Significance and Scope of the Study

Since it is universally accepted that learners' motivation in L2/foreign language is directly linked with teachers' motivational practices, it is important for the teachers to give special attention to learner motivation by incorporating effective motivational strategies into their classroom instructions.

From the study in Hungarian educational context of Dörnyei and Csizér (1998), a list of core motivational strategies emerged. But these were not universally appropriate as Cheng and Dörnyei (2007) pointed out that depending on the culture-specific variables of other educational contexts such as learners' approach to learning, teachers' teaching methods and ideologies as well as the contextual realities of different learning environments may render some of those techniques highly effective, while the others less useful. The motivational techniques that emerged from Dörnyei and

Csizér (1998) Hungarian study were mostly derived from Western educational contexts and so they may not be applicable for all social and cultural settings which initiated a similar study (i. e. Cheng and Dörnyei, 2007) among English teachers in Taiwan and produced another list of motivational techniques for the Taiwanese teachers appropriate for their educational context. No single set of pedagogical recommendations should be considered readily applicable to all teaching contexts without considering the appropriateness for the local socio-cultural context and the unique characteristics of each teacher-learner group and classroom setting (Dörnyei and Ushoida, 2011, p. 135).

Bangladeshi educational context is different in many aspects from Western educational context. Due to its different cultural background, it is essential to conduct such an empirical study in Bangladeshi educational context to map a list of key motivational strategies for Bangladeshi secondary level English teachers which reflects teachers' and students' beliefs and perceptions in genuine classroom settings and is also appropriate to use in the socio-cultural and educational setting of Bangladesh. It is also important to investigate whether Bangladeshi English teachers are already applying these techniques in their teaching and if they are, how the teachers and their students perceive the use of the strategies in classroom teaching and which the students consider important comparing the degree of perceptions of teaching strategies of the two groups (teachers and student.).

Although a few researchers evaluated the role of motivation in learning English in Bangladesh (e.g. Shahed, 2001; Das, 2001, Maniruzzaman & Haque, 2000; Rahman, 2005, 2007), their focus was overtly on motivational orientation of learners. There has not been any systematic as well as academic study published to date that has been conducted in Bangladeshi context on the issues. So, the current study will become a timely endeavor that sets out to fill in this gap.

Such research on the motivational teaching strategies is important because it helps teachers gain insight on how students' motivation operates, providing researchers with additional knowledge. By comparing both teachers and students in a classroom environment, this study lets L2 researchers and educators on better understanding how to design future course curriculum and formalize student motivation and create more dynamic English learning milieu. Besides, this type of studies provide insights into the existing teaching style of the English teachers in the secondary

level in Bangladesh and pave the way for them (English teachers) to change their teaching style and make their classroom more effective in the context of Bangladesh whereas the findings of the study also provide new insights teachers' motivational teaching strategy use and students' perceptions of their teachers' strategic choices.

1.5 Theoretical Foundation and Motivational Teaching Strategies Framework

Motivational psychologists have been more concerned about what motivation is than how we can use the knowledge of motivating learners (Guilloteaux and Dörnyei, 2008). Recent researchers, both in the fields of general education and L2 learning, have extended their focus on classroom application of motivation by conceptualizing motivational strategies. The study of motivation in the classroom reveals many publications on teachers' motivational strategies that are thought to be effective in fostering student motivation in the classroom (e.g., Anderman & Anderman, 2010; Brophy, 2010; Good & Brophy, 2008; Guilloteaux and Dörnyei, 2008; Reid, 2007, Dörnyei, 2001; Chambers, 1999; Dörnyei & Otto, 1998; Dörnyei & Ushioda, 2011). Teachers play an essential role in the L2/foreign language classroom and their behavior has been shown to affect learner motivation (Dörnyei, 2014; Dörnyei & Kubanyiova, 2014; Cheon & Reeve, 2015). Some researchers believe that without ample motivation, students with even the highest abilities cannot achieve long-term goals (Babae, 2012; Dörnyei & Ryan, 2015). According to Ebata (2008), motivation prepares successful second/foreign language learners and communicators who become self-confident. For Ryan and Deci (2000) to be motivated is to progress or to be on the right way to do something. Researcher Crump (1995) believes that interest, keenness, excitement and eagerness towards learning anything are the prime constituents of motivation. According to Cook (2000), motivation is the most influential factor in foreign/L2 acquisition.

Language teachers who are interested in promoting their students' motivation can choose from a variety of strategies based on their personal preferences as well as needs and characteristics of their students (Dörnyei, 2013, p. 525). In this regard, a very practical and workable approach would be, according to Dörnyei (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" (p. 523). To this effect, the use of motivational strategies has been more important than learning what motivation is because learner motivating skill should be seen as central to teaching effectiveness. Although a number of publications have analyzed and described

motivational strategies (e.g. Dörnyei, 1994; Brown, 2009; Oxford and Shearin, 1994; Williams and Burden, 1997), the amount of study has been meager relative to the total amount of research on language motivation. In case of Bangladeshi educational context, the past studies never did address the effectiveness of teachers' motivational strategies with the effect of teachers' and students' perception; only focused on the orientation of motivation and frequently used motivational strategies.

The current approach in L2 motivation focuses on classroom as research spaces (Guilloteaux and Dörnyei, 2008; Dörnyei & Kubanyiova, 2014). Similarly, this study adopts a classroom-oriented approach which demonstrates the importance of the classroom dimension. A new line of inquiry has been introduced by the L2 motivation researchers by shifting the research focus from theoretical issues involving motivation to investigating practical strategies that may contribute to students' language learning motivation (Dörnyei, 2014). This trend has developed a more dynamic perspective toward L2 motivation. William and Burden (1997) and Dörnyei and Ottó (1998) were among the first researchers who understood the importance of dynamic nature of motivation (Papi & Abdollahzadeh, 2012). In their dynamic model of motivation, William and Burden (1997) distinguished three stages of motivation: reasons for doing something, deciding to do something and sustaining the effort or persisting until the goal is achieved. According to them, the first two states concentrated more on initiating motivation, whereas the last two stages referred to sustaining motivation as they claimed.

Dörnyei and Ottó (1998) built on this model and synthesized different L2 frameworks to propose the Process-Oriented Model of student Motivation, which is more complex than William and Burden's model. They divided the action into three separate stages: preactional, actional and postactional as seen in figure 1.1:

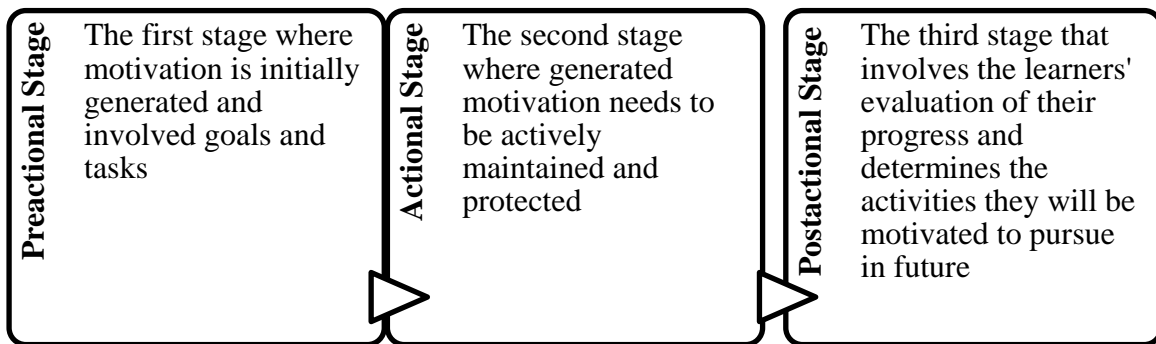


Figure 1. 1: Motivational Model in three Stages (Dörnyei, 1998, 2005, p. 84)

The preactional stage is the starting point for motivating behavior where goals are set and intention is formed. The actional phase deals with the application of the action followed by an assessment of the learners' progress, teacher scaffolding and self-regulating toward the intended goal. The final phase begins after the achievement of the goal and ends with the evaluation of the outcome and contemplation for future actions (Papi & Abdollahzadeh, 2012). As Dörnyei (2001a) develops his motivational framework, he says that motivation is dynamic. He acknowledges the dynamic nature of motivation defining strategies as: "the motivational influences that are deliberately applied to achieve some systematic and stable positive effect" (p. 28). He divides the motivational strategies into four categories (see Figure 3.1).

The first group of themes fall under the 'creating basic motivational conditions' category, which comprises of strategies that Dörnyei (2001a), refers to as "indispensable" (p. 31), in particular the strategies of 'appropriate teacher behavior', 'pleasant and supportive classroom atmosphere', and 'a cohesive learner group with appropriate group norms'. For him, all three strategies should align and work together to make a classroom function well. Examples of appropriate teacher behaviors include 'enthusiasm', 'commitment to the students learning' and 'forging relationship with students'.

The second group of strategies falls under the category of 'generating initial motivation' which serves as strategies that initiate the teachers' attempt to build motivation in the classroom. Dörnyei (2001a) differentiates between three separate value dimensions: 'actual process of learning the target language (intrinsic)'; 'target language itself and its speakers (integrative)';

and ‘consequence and benefits of having learnt the target language (instrumental)’. The strategies within the second group can be, according to Dörnyei (2001a), socialized to a certain extent from teacher to students through various means (e.g. role models, persuasive communication and powerful learning experiences).

The third group addresses the group of strategies, which focus on ‘maintaining and protecting motivation’ that has hopefully already been generated beforehand to create a motivating classroom milieu. If motivation is inactively contained, negative motivational influences may creep in which might result in students’ and teachers’ failure sustaining the sight of the end goal or instead become tired and distracted and could result in the initial motivation diminishing. According to Dörnyei (2001a), motivation should be “actively nurtured” in order to maintain its strength and overall success (p. 71). Strategies that fall under this category include ‘breaking the monotony of learning’; ‘making the tasks more interesting’; and ‘increasing the involvement of the students’.

The fourth group stimulates ‘encouraging positive self-evaluation’ and focuses on strategies that enable students to reflect on their own learning. These types of strategies attend on how to teach learners to elucidate past success and failures in a constructive way and how to help them take more satisfaction in their progress’ (p. 118).

Specific strategies in the final stage include ‘providing positive information feedback’; ‘include regular tasks that involve the public display of the students’ skill; offer rewards in a motivational manner’. To sum up, the circular movement and strong connection that motivation has as well as its dynamic nature in the L2 classroom is reflected in Dörnyei’s (2001a) four motivational strategy phases.

1.6 Rationales for the Focus in the Study

There are three major reasons why this study focuses on teachers’ use of motivational teaching strategies in English classrooms. The first reason concentrates on the importance for motivational research to adopt a more education-centered approach, focusing more on what happens inside the English classrooms. Present L2 motivation research is emphasizing the importance of teachers’ behavior on student learning and motivation accentuating that mixed methods research is required to provide an in-depth perspective on teachers’ and students’ natural learning environments. This

study makes classroom research and the participants the focal points of its investigation. By focusing on the classroom context, this study aims to focus on how motivation plays an important pedagogical role and how current L2 research underutilizes the classroom as a vital tool in motivation research (Dörnyei and Ryan, 2015). Rather than relying solely on reported data, this study collected real time data from classroom observations and interviews with teachers and students.

The second reason for focusing on teaching strategies is the design of the investigation. By adopting a mixed method research design (Creswell, 2013), this study addresses a current methodological gap in L2 research by using both teachers and students as participants, which enables the study to address the topic of motivational teaching strategies more effectively and with greater insight. Not only were teachers able to discuss personal insights and reflections of their teaching practices, but this study also reported on in class observations and students' perceptions of their teachers' practices. The interview design and emphasis on exploratory findings (discussions with teachers and students) has not often been applied in previous L2 studies and brings forth a new dimension of investigating teaching strategies, which serves a real world purpose of bringing the L2 research and English classroom together. By examining what teachers are doing in their classrooms, researchers can better understand the classroom as a practical and important data collection space and in turn, teachers may become more interested in conducting their own research on learning, teaching strategies and other L2 aspects.

The third reason for the focus of the study is to make a contribution to further research on teachers' teaching strategies.

This study employed an adapted version of the motivational strategy framework developed by Dörnyei (2001a; 2014) to fit into Bangladeshi context by including data that helped to explain how English teachers view motivational strategies in general, how they actually practice the use of specific strategies and how their own students perceive motivation in the English classroom.

1.7 Design of the Study

As per the suggestions of previous studies (Guilloteaux and Dörnyei, 2008), the current study follows the combination of qualitative and quantitative approaches considering its advantages, its exploration more specifically teachers' and students' views and perceptions of strategy use.

Therefore, the study aimed to expand research on motivational teaching strategies by employing a mixed method approach. By collecting data from multiple participants (teachers and students) in the English classroom context and relying on a mixed method approach, the study became able to bring out the best in both qualitative and quantitative approaches (Dörnyei, 2001b).

Figure 1.2 provides an overview of the research participants. 25 secondary schools participated with a total of 50 English teachers and 90 students. All the teachers consented to the survey questionnaire whereas 5 out of 50 English teachers volunteered for the interviews. On the contrary, all the students consented to the survey questionnaire and 25 out of 90 were interviewed in one-on-one semi-structured interviews.



Figure 1. 2: An Overview of the Research Participants

Figure 1.3 presents the order of the data collection beginning with the teacher questionnaire and ending with the student interviews. This study applied a triangulation design by integrating quantitative method (questionnaire and classroom observations) with qualitative methods (semi structured teacher and student interviews) for an in-depth scope into English language motivation and teaching strategies in the English Language Teaching (ELT) context. Quantitative and qualitative data were collected separately and sequentially and the two data types were integrated and interpreted during the analysis stages. The study is informed by a qualitative paradigm through teacher (pre and post) interviews and student interviews. However, the quantitative data collected

from questionnaires and classroom observations (see chapter 3 for Design of the Dissertation and step-by-step data collection process).

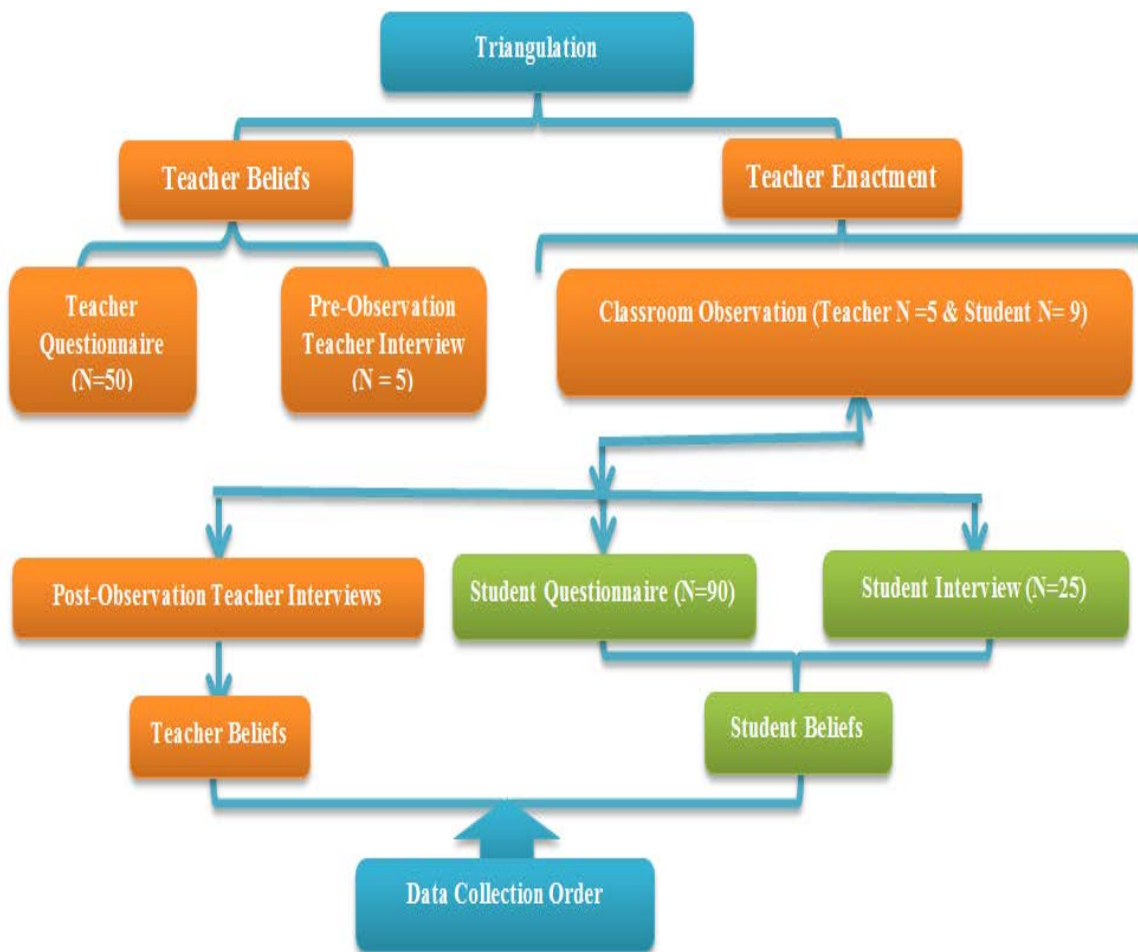


Figure 1. 3: An Overview of the Data Collection Procedures

1.8 Definitions of Key Research Terms

A few linguistic terms are used repeatedly in the study. Keeping relation to the ELT field, the terminologies are explained here for better understanding of the current study.

Ethnolinguistic: Ethnolinguistic is a field of linguistic that studies the relationship between language and culture and the way different ethnic groups perceive the world.

L2: L2 or Second Language is the first additional language, which a language learner learns besides his/her first language. Here, L2 means English language for the learners of Bangladesh.

L2 Motivation: The current study defines motivation as an internal, psychological force that resides within an individual. The presence or absence of this internal force influences the level of energy the individual puts into language learning and use, such as effort, devotion willingness and self-regulation. The literature suggests that L2 motivation is highly complex and dynamic because not only can it affect an individual's current motivation, but also the environment in which the individual is situated (e.g., social support or community attitude toward a particular L2. Other psychological attributes (e.g., self-efficacy, beliefs and attitude) and levels of the target language proficiency play an integral role to affect L2 motivation, which in turns affects those psychological attributes. L2 motivation is dynamic because it can fluctuate across time points and can change depending on the nature of social interactions an individual receives. L2 motivation is considered a significant and critical factor affecting L2 learning and success (e.g., Csizér & Magid, 2014; Dörnyei & Ryan, 2015; Hadfield & Dörnyei, 2013; Ushioda, 2013b).

Motivational Strategy: Motivational Strategies for the language classroom are situated at the interface of L2 motivation research and classroom practice. They can be defined as instructional interventions consciously applied by L2 teachers to elicit, enhance, and sustain student motivated behavior, as well as protect it from competing (and thus potentially distracting) action tendencies (Dörnyei and Ushioda, 2011; Guilloteaux and Dörnyei, 2008).

Motivational Strategy Use: Motivational teaching strategy use is related to the way in which a language teacher employs some teaching practices that can help trigger students' motivation to learn the target language, to maintain or sustain their interest to solve current language difficulty, to engage in a discussion of how a certain difficulty may be eased, and/or to recognize how their success in language learning is accounted by their level of motivation. Motivational teaching strategy use can help L2 learners understand the relevance of what they are learning to their future (e.g., Dörnyei, 2014; Hadfield & Dörnyei, 2013). In this study, language teachers have a social role shape the nature of L2 students, motivation in language learning.

SLA: The elaborate form of SLA is Second Language Acquisition - a process by which a learner learns his/her second language. The acquisition of second language may be affected by the teachers' behavior.

Tertiary Level of Education: Tertiary education also referred to as third stage, third level, and post-secondary education, is the educational level following the completion of a school providing a secondary education.

1.9 Overview of the Thesis

This study consists of five chapters and two sections at the end (references and appendices):

Chapter One (English language/ Second Language (L2) Motivation Research and Thesis Overview) discusses the background and context of investigation, statement of purposes, significance and scope of the Study, motivational teaching strategies framework, rationale for the focus in the study, design of the thesis, definitions of key research terms and general overview of the thesis. The introduction chapter also focuses on previous English/L2 research and addresses the current gap in English/L2 motivation research.

Chapter Two (Literature Review) provides a review of the previous and relevant empirical studies on English language motivation and language learning and connects relevant studies to this dissertation and discusses how this thesis has bridged the gap in terms of methods and topic.

Chapter Three (Research Methodology) contains Methodology of the current study. This chapter outlines the design of the investigation, participants, and research instruments as well as data analysis. This chapter discusses the different quantitative and qualitative methods employed in the study and how the data was analyzed after data collection.

Chapter Four (Results) focuses on the major findings from all research questions. It addresses the findings from the teacher questionnaire, teacher interviews, and classroom observations. This chapter also focuses on the findings from student questionnaire, interview/FGD (Focused Group Discussion), and later compares data from both teachers and students for a result section.

Chapter Five (Discussion and Conclusion) deals with the analysis of the collected data. Major findings from the collected data are analyzed and connected with previous literature and how this study contributes to current L2/foreign language research. Each research question is addressed separately and connected with current findings from the literature. The final chapter also discusses the implication of the mixed methods data from the investigation and interprets them from the theoretical and methodological perspectives applied in this study.

This chapter indicates areas of further research, implications and limitations for this thesis. The current study also includes the references and appendices, which contain formal documents such as teacher and student questionnaires, interview questions and classroom observation checklist.

Chapter Two: Review of Literature

Introduction

Motivation has always been a central issue in education and has been referred to as one of the most complex and challenging issues for teachers to face today (Hadfield & Dörnyei, 2013). Through trial and error, teachers can hope to discover ideal combinations of strategies and classroom activities that promote engaged learners, motivation and English language success. Attempting to address this issue, English language research has recently shifted from simply defining motivation in psychological schema to focusing on the development of practical motivation strategies for the English language classroom (Dörnyei & Kubanyiova, 2014).

Motivation reciprocally influences several factors involved in foreign language acquisition (e.g., attitudes, aptitude, self-confidence, language anxiety, intelligence, learning strategies, communication strategies) and has the potential to determine to what extent these factors are realized (Gardner, 1985a). This chapter presents a literature review on English language research, which informs the current study.

2.1 Historical Overview of L2/Foreign Language Motivational Research

Boo, Dörnyei and Ryan (2015) compiled a dataset of over 400 publications (with over 300 empirical works between 2005 and 2014), which focused on motivation in order to better understand the new direction of Second Language Research (SLA) research and what has already been researched. The dataset suggests that although quantitative measurements continue to be used, the dominance of the quantitative paradigm has disappeared and a variety of qualitative research methods have been increasingly applied in L2 motivation research, which highlights a changing perspective of how L2 research should be conducted (Boo et al., 2015). Over the past decade, many researchers have comprehensively reviewed language learning motivation and the different phases since the 1990s (Csizér and Magid, 2014; Dörnyei & Ryan, 2015; Ushioda, 2013b). Early motivational research was dominated by a socio-psychological approach that concentrated on a macro-perspective that was mostly interested in relations between language communities than actual educational practice. Gardner's 1985a socio-psychological approach paved the way for L2 motivation research and the highly influential integrative –instrumental motivation dichotomy, which dominated the field for many decades (Gardner & Tremblay, 1994).

Gardner and Lambert (1959; 1972) categorized motivation into two broad types: integrative and instrumental. The first category, integrative motivation, refers to the learners' wish to assimilate to the target culture. An integratively motivated student has the internal desire to learn whereas an instrumental learner has the desire to learn a language for more practical reasons such as getting a better job, earning more money or passing an exam (Gardner, 1985a).

Gardner's socio-educational model of SLA focuses on language learning taking place in the classroom and stressed that motivation was one critical variable in learning a new language. It was further proposed that motivation was supported by two other affective components, integrativeness and attitudes toward the learning situation and that they both reflected an integrative motive that promoted language learning.

However, Gardner's socio-educational model was criticized in the 1990s by a number of researchers (e.g., Crookes & Schmidt, 1991; Dörnyei 1994; Oxford & Shearin; 1994) who argued that motivation should be studied from different perspectives, including the classroom itself. One of the main reasons for the reopening of the research agenda was to adopt a more pragmatic, education-centered approach to L2 motivation research in order to connect with the perceptions of practicing teachers and ultimately be more relevant to classroom application, which also represents the focus of this thesis.

In the 2000s, several researchers claimed that motivation research should not only exist in a social psychological framework, but should expand outward to include the pragmatic space of the language classroom (Dörnyei & Guilleaux, 2008). These studies have attempted to demonstrate that the educational context is as significant as the social milieu in affecting learners' motivation. It was considered by many researchers that Gardner's (1985a) socio-psychological approach did not provide sufficient detailed descriptions of the classroom dimension, one that could have been used to generate practical guidelines for motivation learners and help explain specific student behavior (Dörnyei, 2014).

Since the 1990s, there has been a significant shift in the focus and nature of research on L2 motivation. This shift has given rise to a range of new theories of motivation drawing on related research in the field of psychology. Overall, Dörnyei 2007 claimed, "the cognitive-situated period of L2 motivation research shifted the attention to classroom specific aspects [...] for educational

implications directly relevant to classroom practice” (p.111). The question of what teachers can do to enhance their students’ motivation remains a significant issue for the L2/foreign language research community, which informs the methodology and research questions of this thesis. The following section presents a review of the current literature in L2/foreign language motivation research, which informs the current thesis focus.

2.2 Previous Research on Second Language Motivation and its Role in the Language Classroom

The review of a considerable literature is evident that there is no alternative to motivation in English Language classrooms for English learners to succeed. Identification of appropriate motivational strategies and their application in the English classroom is crucial to motivate the learners and enhance their performance.

Dörnyei and Csizér (1998) and other researchers hypothesized that situation specific motives, closely related to classroom reality, played a far more significant role in the L2 motivation than had been assumed earlier. In their study, they compiled a list of macro-strategies from a previously larger list of 51 strategies in order to investigate how teachers viewed each strategy in terms of level of importance and how frequently they utilized each strategy in the classroom. While this study could not claim that each strategy would be productive for every classroom situation, cultural context and diverse learning settings, it can be suggested that this list serves as a useful starting tool for teachers to gauge their own motivational practices. Although Dörnyei and Csizér (1998) collected data from a group of teachers on their beliefs and perceptions of motivational strategies used in the classroom, it did not reveal what motivational studies the teachers actually used in the L2 classroom and how their students perceived their teaching practices.

Dörnyei and Csizér revealed a new perspective on motivation research since their study grounded itself in the practical use focusing entirely on teachers’ perspective of strategies. The 51 strategy items were grouped into clusters and the internal consistency of these scales was verified by means of reality analysis. The final ‘*top ten*’ macro-strategies from Dörnyei and Csizér (1998) can be seen in table 2.1.

Table 2. 1: Ten Commandments for Motivating Language Learners (Dörnyei and Csizér, 1998, p. 215)

No.	Commandments
1	Set a personal example with your own behavior.
2	Create a pleasant, relaxed atmosphere in the classroom.
3	Present the task properly.
4	Develop a good relationship with the learners.
5	Increase the learners' linguistic self-confidence.
6	Make the language classes interesting.
7	Promote learner autonomy.
8	Personalize the learning process.
9	Increase the learners' goal-orientedness.
10	Familiarize learners with the target language culture.

According to Dörnyei and Csizér (1998), reliable role models can positively influence student motivation and behavior in the classroom. Participants from this study emphasized the relevance of the teachers' presence and how it impacts learners both positively and negatively. The importance of the teachers and their role in the classroom presents a pivotal part of Dörnyei's research as it continues well into the next decade with his study with Guilloteaux. The 'Ten Commandments' study combines the strategies teacher considered most important from a motivational point of view. The list offers teachers a concrete foundation for implementing new teaching strategies and researchers with a new insight into pedagogical strategy preferences.

Arguing that there is no reason to assume that the 'Ten Commandments' would be valid in any cultural, ethnolinguistic and institutional setting, Cheng and Dörnyei (2007) conducted a similar follow-up study in a different socio-educational context-Tiwan. Their study indicated that aside from some culture-specific aspects of these strategies, there was a consistent pattern regarding some of the most important strategies. It is certainly noteworthy that a strategy can be universally applied to all L2 classrooms and result in a positive outcome although such a claim remains difficult to prove.

In the follow-up study, set in the Taiwanese EFL context, Cheng and Dörnyei (2007) modified the large-scale empirical survey previously conducted in Hungary. By comparing data from 1998, they could compare and contrast the different findings in order to validate the use of certain strategies across different cultures. Cheng and Dörnyei (2007) surveyed 387 Taiwanese teachers of English who were asked to rate a list of comprehensive strategies. The results seemed to have a certain amount of similarity to the list generated by Dörnyei and Csizér (1998) large-scale survey among Hungarian English teachers, which provides reassurance that at least some motivational strategies are transferable across diverse culture and ethnolinguistic contexts. However, there are also dissimilarities between the Taiwanese the Hungarian findings, indicating that some strategies are culture sensitive or even culture dependent. The findings of this study proved that some strategies are transferable from culture to culture, and some are not, and it leads one to believe that certain strategies are culture specific and what will work in one country may not be so successful in another.

The preference pattern of the micro-strategies that emerged in this study bears a resemblance to the list generated by Dörnyei and Csizér (1998) with participating Hungarian teachers of English. The result of the study revealed that the strategies ‘displaying motivating teaching behavior’, ‘promoting learners’ self-confidence’, ‘creating a pleasant classroom climate’, and ‘presenting tasks properly’ are universally accepted. In the study ‘learner autonomy’ appeared to be the least important motivational macro-strategy whereas ‘appropriate teacher behaviors’ the most important in Taiwan which matched with the Hungarian survey.

Cheng and Dörnyei (2007) found some inconsistencies between the results of the two studies (Hungary and Taiwan) which show that certain strategies are culturally dependent. The most striking difference concerned promoting learner autonomy, which was recognized as a potentially effective motivational strategy in the Hungarian study, was perceived as possessing little motivational relevance by Taiwanese English Teachers. The findings suggest that autonomy was not as highly valued by Chinese teachers as Western contexts. According to Cheng and Dörnyei (2007), the two most underutilized macro-strategies relative to their importance were ‘making the learning tasks stimulating’, and ‘familiarizing learners with L2-related culture’, which is all the more remarkable because the importance attached to these two strategic domain was originally low, yet the frequency scores could not even match these moderate levels’ (p. 172). These findings indicated that the Taiwanese teachers’ perceptions of making the EFL lesson stimulating or familiarizing students with the L2 culture was less important in terms of the

teachers' function in the L2 classroom. Comparative studies seem to be interesting for researcher in terms of comparing data between two different learning situations, especially two different countries.

Dörnyei and his colleagues are driven in L2 motivation research to try new dimension and conduct studies in schools. They usually base their research in the L2 classroom milieu, directing their instruments (questionnaires and sometimes interviews) at students and teachers or both. These studies, both in Hungary and Taiwan are vital to the L2 research community because they highlight comparisons between different contexts in terms of motivation and teacher strategy preferences. The 1998 and 2007 studies revealed discrepancies in strategy with regards to culture and teacher function, which is essential to better understanding motivation in general as a researchers and as an educator. By comparing to different countries with the same instruments, researchers could begin to find out how their teachers motivate students and what decisions teachers make in terms of strategy preference and student autonomy.

Focusing directly on teacher motivation, Bernaus and Gardner (2008) conducted a study that investigated language-teaching strategies, reported by both the teacher and student perspective. The study also examined the effects of these strategies on students' motivation and English achievement. The results indicated that the teachers and students agreed on the relative frequency of some strategies but not on the frequency of other strategies. Although the teachers reported use of motivational and traditional strategies was not related to the students' English achievement, attitudes, motivation, or language anxiety. The students' perceptions of these strategies tended to be related to their attitudes and motivation at both the individual and class levels. These findings suggest that teachers' strategies might not always directly affect their students' achievement level. However, if a student perceives the use of a strategy, this may have a positive (or negative) effect on their attitude or motivation in class. The study draws a connection between pedagogical practice and student perception of teaching strategies.

In their seminal research, Guilloteaux and Dörnyei (2008) proposed that motivational strategies fall into two categories: (a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies used purposefully by individual learners to manage the level of their own motivation. This study is especially concerned with the former. Guilloteaux and Dörnyei (2008) study, which involved 27 EFL teachers and over 1300 EFL

learners in South Korea, represents one of the only empirical studies to date that has attempted to assess empirically the effects of motivational strategies on learners' motivation in language classes, using a range of instruments: questionnaire, classroom observation instrument and a post lesson teacher evaluation scale to evaluate teacher practices. Guilloteaux and Dörnyei (2008) conducted a study that determined if the use of strategies by foreign language instructors had any effect on student motivation. It seems essential that both researchers and teachers alike begin to comprehend the relationship between teacher behavior/ practice and student motivation. If teachers could become more self-aware of how their pedagogical choices affect students (either negatively or positively), teacher could begin to make changes that foster motivation in the language classroom (Reeve, 2006).

Guilloteaux and Dörnyei (2008) found a strong positive correlation between teachers' motivational teaching practice and their learners' motivation in the actual classroom. In the 2008 study, Guilloteaux and Dörnyei highlighted the importance of effective teaching strategies and its influence over student motivation. However, they were unable to establish a causal relationship between motivational practices employed by teachers and motivated students' behavior despite a strong positive correlation between motivational teaching practices and learning.

Guilloteaux and Dörnyei (2008) concluded that motivation had a positive correlation with the motivation behavior of learners. The results indicated that the language teachers' motivational practice was linked to increased levels of the learners' motivated learning behavior as well as their motivational state. Insights, gained from this investigation, sheds light on the possible correlation between teachers' use of teaching strategies and student motivation to learn a foreign language.

Teh, Embi, Yusoff and Mahamod (2009) examined the role of motivation in Malaysia at the tertiary school level. The researchers noted the major role that motivation and learning strategies have in the language learning process. Teh et al. (2009) concluded that the teacher, through improved pedagogical practices, could facilitate learning and encourage improved motivating strategies among learners. The study found that students with higher levels of motivation possessed a more advanced capability of using effective strategies more frequently than less motivated students. These conclusions indicated that language learners who possess a drive to learn a foreign

language (either intrinsic or extrinsic) would have a broader range of strategies to assist them through the language learning process.

Sugita and Takeuchi (2010) investigated the relationship between the teachers' frequency of use of 15 motivational strategies and the strength of student motivation over a two-month period. The overall results of this study showed that only four of fifteen strategies showed a significant correlation with students' motivation and that the effectiveness of motivational strategies varied according to students' existing English proficiency level.

Deniz (2010) investigated the importance of specific motivational strategies by student teacher and the extent to which their instructors used the strategies in their course. The participants were 179 student teachers (42 Males and 137 females). The methodology included Dörnyei's (2001a) Motivational strategies Scale and ten participant follow-up interviews. The participants were asked to identify which strategies they deemed important for L2 teaching and how frequently their instructors used each strategy. Findings from this study revealed that many instructors failed to use specific motivational strategies in the classroom, which indicates that even though a strategy may seem important to some, other teachers fail to include it in their repertoire of motivational strategies, which could set a poor example for their students and student teachers. The study also revealed that studying the cultural values of the target language facilitates fluent use of that language and assists retention (Deniz, 2010).

According to Deniz (2010), motivation in L2 is directly connected to how much effort the learner and the teacher are willing to contribute in the classroom. Teachers can drive the direction of the classroom: factors such as interest, paying attention, making an effort, willingness to spend the required time on a task, not giving up when face challenges, strong willpower, being determined and using strategies to achieve learning goals are important in motivation (Dörnyei, 2001b). As leaders in the classroom, teachers have the power and influence to affect students at every level of education and learning. A teacher who acts as good role model and shows enthusiasm and interest in teaching can have a positive role in encouraging their students to learn and be motivated (Deniz, 2010).

Moskovsky, Alrabai, Paolini and Ratcheva's (2012) study appears to be the first empirical investigation to examine where there is a positive, casual relationship between motivational

strategies and student motivation. The study used a longitudinal pre-and post-treatment quasi-experimental design with a control group to provide a methodologically controlled investigation into the effects of the 10 pre-selected motivational strategies that teachers implemented in an experimental group during an eight-week teaching programme. Moskovsky et al. (2012) investigated the implementation of top ten motivational strategies (selected by 119 EFL teachers in the pilot study as the most important) using a pre-post treatment quasi experimental research design in the Saudi male English as a foreign language (EFL) context. The results of that investigation provided compelling evidence that implementing motivational strategies in Saudi EFL classrooms resulted in a significant positive change in those student' L2 learner motivation. The major limitation of the study by Moskovsky et al. (2012) was that the findings were inconclusive with regard to the effects of heightened learner motivation on actual achievement and the male participants limited the scope of the study in terms of assessing the motivational levels of both female and male students. This study revealed a significant increase in learner motivation over an 8-week period predominately among experimental learners, which held up well even when controlling for pre-treatment group differences. The result begins to provide L2 motivation research with evidence that teachers' motivational behaviors influence motivation in second/foreign language learners. Findings from this study extend the correlational findings of Guilloteaux and Dörnyei (2008) in the South Korean EFL context, which established the motivational practices of EFL teachers as having positively contributed to their earners' motivation. Moskovsky et al. (2012) represents the first appropriate response to Gardner and Tremblay's (1994) call for empirical tests of the effectiveness of motivational strategies in the language classroom; however, a large research gaps remains as most studies to date cannot claim a 'casual' relationship between teachers' motivational strategies and students' motivation.

Ruesch, Brown and Dewey (2012) built on the empirical studies of Dörnyei & Csizér (1998) in Hungary in which Hungarian teachers rated 51 motivational strategies and Cheng and Dörnyei (2007), follow up study in Taiwan. Ruesch et al. (2012) aimed to extend the findings of the original two studies by comparing student and teacher evaluations of motivational strategies used in the classroom. Unlike the 1998 and 2007 studies, Ruesch et al. (2012) conducted the study in the US with language learners learning foreign languages other than English (e.g. Arabic, French, Italian, Russian etc.), which provided a different cultural and linguistic context from the previous two studies. However, dissimilar to the studies Dörnyei and his colleagues (1998; 2007)

previously conducted where they exclusively examined the teachers' perspective of motivational practices, Ruesch et al. (2012) realized the research potential by involving both teachers and students in the questionnaire process: "The findings of these studies could be enhanced by considering how learners view the techniques used by their teachers, particularly since research suggests frequent mismatches between the expectations of teachers and learners" (Bell, 2005; Brown, 2009; as cited in Ruesch et al., 2012; p. 17).

As a follow-up study to Dörnyei and Csizér (1998) study in Hungary, Guilloteaux (2013) built on the work of Dörnyei and his colleagues (Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998) by using similar methods to Cheng and Dörnyei (2007) in Taiwan but changing the context to evaluate the relevance of a similar list of motivational strategies in South Korea. The participants were 268 South Korean secondary school EFL teachers who were asked to rate different strategies and note the frequency with which they use the strategies in their classroom. Findings from Guilloteaux (2013) study revealed that the Korean teachers attached little importance or hardly used strategies associated with a "positive classroom climate and adaptive group dynamics" (p.1). Findings suggest that some motivational strategies work well across cultural contexts, while others do transfer to a culturally distinct classroom environment. Unique to this study, almost all strategies were underused by the Korean teachers, suggesting that motivating students is not a top priority for the Korean English teachers.

In a recent large scale, cross-sectional study in china, You and Dörnyei (2014) surveyed over 10,000 Chinese English language students about their motivational dispositions. The purpose of the study was to gather large amount of empirical data in order to reveal the language motivation dispositions of Chinese students according to their geographical region and teaching contexts. Finding from this study revealed the main features of language learning in China and served as a baseline for future research conducted to investigate temporal, social and geographical variation and evolution.

It is vital in language learning instruction design to motivate students in order to maximize the choice and use of learning strategies. If teachers can successfully create independent and motivated students, they have essentially achieved pedagogical bliss and higher level teaching goals. Many researchers have remarked that communication between teachers and students in the EFL context

is key (Kassabgy, Boraie, & Schmidt, 2001). Communication is at the heart of every language. If teachers can foster such motivating practices among their students and have an understanding of student ability, motivation, and culture, the process of learning will most likely be positive for all.

In addition to these studies, other studies have attempted to explore teachers' and students' perceptions of motivational strategies in different contexts (Alshehri, 2012; Astuti, 2013; Ruesch et al., 2012; Wong, 2013). Based on findings from these studies, it is pointed out that motivational strategies are culturally dependent and that there is no universal motivational strategy that can be applied to all language classrooms across all cultures. These findings directly contradict Dörnyei's earlier research, which claimed that certain strategies could 'transcend' cultures and work in multiple classrooms and cultural contexts. The scope of these studies did not, however involve the utilization of motivational strategies in the classroom and their findings remain therefore unrevealing with regard to how interventions using motivational strategies would affect learners' actual EFL motivation and/or achievement.

Reeve, Vansteenkiste, Assor, Ahmad, Cheon, Jang, and Wang (2014) view teachers as facilitators rather than dominating controllers in the classroom. Reeve et al. (2014) emphasize the importance of using communication (non-controlling language) to help students find ways to coordinate their tasks and motivation during each segment of the lesson. Reeve et al. (2014) review the four main teacher characteristics and according to research, each characteristic further contributes to students' positive academic output: attunement, relatedness, supportiveness, and gentle discipline. The four characteristics are inevitably connected and contribute to the emotions that students can display in the learning environment.

McEown and Takeuchi (2014) examined the teaching strategies and students' motivation over a semester in an EFL Japanese university. The aims of the study were to explore the effectiveness of motivational strategy changes and investigate the difference in the changes of each motivational strategy according to students' English proficiency levels and their original motivational levels. While not all students have the luxury to collect data over a longer period, this type of research can help researchers better understand the process by which instructors can influence students' motivation over a longer language-learning phase (McEown et al., 2014). However, dissimilar to the research presented in this study, McEown et al., (2014) exclusively

collected self-reported data from teachers and students rather than assessing motivation in real time classroom environments (Guilloteaux and Dörnyei, 2008). The study did not concentrate on how the teachers could apply theories to their actual instructional settings.

2.3. Implications of the literature Review on the Current Study

The literature Review has several implications for the present study. This includes (1) the theoretical implications in terms of the current research gaps in L2 motivational research and (2) the methodological implications for addressing such research gaps.

2.3.1 Theoretical Implications

Since the 1990s, L2 researchers have continued to expand and reframe Gardner and Lambert's (1959; 1972) original framework. Dörnyei and Ushioda (2009) envisioned motivation to be not only part of an external connection with speakers of the target language community, but also an internal process of identification with the individual's self-concept and ideal self (Magid & Chan, 2012; Ruesch et al., 2012).

Over the past two decades, there has been a significant shift in the focus and nature of research on L2 motivation (Alrabai, 2016; Boo, Dörnyei and Ryan 2015; Dörnyei, Henry and Muir 2016; Dörnyei, MacIntyre, & Henry, 2015; Dörnyei & Kubanyiova, 2014; Guilloteaux, 2013; Hadfield and Dörnyei, 2013). This shift has given rise to a range of new theories of motivation drawing on related research in the field of psychology. The question of 'which strategies teachers can apply in the classroom to enhance their students' motivation' remains a significant issue for the L2 research community, which are the main aims, research questions and design of this study. Several researchers have hypothesized that more situation-specific research related to classroom 'reality' would play a far more significant role in the L2 motivation agenda than previously assumed (Kubanyiova, 2015; Moskovosky et al. 2012).

The literature review suggests that motivation researchers have begun to use both teachers and students in the data collection process, gathering richer and more meaningful data than before (Alrabai, 2016; Ruesch et al., 2012; Papi and Abdollahzadeh, 2012).

By involving both teachers and students in the research, researchers are able to better understand the relationship between how teachers and students observe and perceive classroom motivation and learning. The limitations of the recent motivation research rest in the data collection process.

While some researchers have strayed away from self-reported data and entered the classroom to observe language teachers in real time (Guilloteaux and Dörnyei, 2008), most of the studies are limited in that they are cross sectional studies where data is only collected at one point in time.

Second, although many studies focus on motivation as an essential factor in language learning, the need for effective research, which focuses on the teachers' impact with regards to students' overall language learning and motivation remains apparent. Given this, further research should aim to identify the importance of involving both students and teachers in L2 classroom research in order to gain deeper insight into how motivation works in a classroom context and how specific strategies are considered more and less motivating by teachers and their students. By involving both teachers and students L2 motivation research cannot only gain deeper insight into both groups' perceptions of motivational strategies, but also identify any mismatches between how the teachers view their own teaching practices and how the students perceive the teachers' use of motivational strategies. McEown et al. (2014) aptly suggest that "more research is needed to inform theory on motivation, particularly in the language learning context, to explain the interconnectedness of students' motivation and teachers' motivational strategy use and to provide practical suggestions founded on solid theoretical grounds, for improving language teaching practice and programme development' (p. 34-35).

Third, there has been insufficient research that aims to validate the effectiveness of proposed techniques in language classrooms (Moskovsky et al., 2012). Since motivation remains unobservable, observational data can only be used to obtain information about the consequence of motivation (e.g. motivated behavior) and therefore, needs to be combined with either a questionnaire or interview data (Egbert, 2003). Little research has attempted to analyze the effects of motivational strategies possibly due to the time consuming nature of classroom observations, interviews and surveys.

Fourth, previous empirical studies (Alrabai, 2016; Ruesch et al., 2012) have examined L2 motivation through the EFL context, examining the role of non-native/ native English speaking teachers and their non-native English-speaking students. L2 motivation research has developed extensively in the past decade. However, the theoretical gap of how teacher can effectively motivate students and how researchers can empirically test motivation still remains a challenge as only a handful of researchers have endeavored to empirically analyze motivational strategies in

the EFL/ESL context and provide evidence for how teachers can motivate their students (Guilloteaux, 2013).

Finally, there remains a need to examine the role of English teachers in an English classroom. Such studies are still rare in the L2 teacher education field. In fact, only a few exist (Richards, Li & Tang, 1998; Tsui, 2003). Although some studies have been conducted to investigate teachers' use of strategies in classrooms (Kubanyiova, 2015), few studies have been conducted having compared both teachers and students in the same study. One can gather perception of both teachers' and students' thinking, opinion and behavior. Examining both groups together allows for comparison of how they differ and how they are similar to each other. In addition, by identifying what strategies are absent in the teachers' classroom practices, one can form hypotheses about gaps in the motivational strategies and see how these may be filled in through teacher training.

2.3.2 Methodological Implications

In order to address each of the research questions, the review of literature informs the design of the current study. Some researchers have attempted to study motivation through a qualitative lens (Kim, 2009; Ushioda, 2013b). Research suggests that questionnaires do not adequately give the complexity of classroom situations justice because of the small sample sizes and numerous variables (Dörnyei, 2007). In contrast, in the typical interview format (semi-structured), the interviewer can freely explore each respondent's individual experiences (Nikolov, 2001) although it must be noted that even interviews come with their own set of limitations (See chapter 5). Other researchers have also included repeated variations of the same qualitative structure using semi-structured interviews and longitudinal interviews in order to gain additional data on participant experiences and complex issues in the L2 classroom context.

In the past two decades of motivation research, new approaches in research methodology have been conducted and traditional quantitative research methodologies have been increasingly complemented by qualitative approaches.

Dörnyei (2001c) considers this shift in research technique to be a significant step in motivation research: Interpretive techniques such as in-depth interview or case studies are in many ways better suited to explore the internal dynamics of the intricate and multilevel construct of student

motivation than quantitative methods, and the richness of qualitative data may also provide ‘new slants on old questions, (p. 49).

Quantitative and qualitative research should not be mutually exclusive, but viewed rather as two connected pieces (Ushioda, 2013b). A mixed method approach seems most appropriate in this case for my study: quantitative research can measure motivation with other factors (e.g. achievement) while qualitative research can gather participant ideas about their own motivation and strategy use. At the end of the chapter, Ushioda suggests that the agenda for teachers and researchers is “not how people motivate others but how can people create the conditions within which others will motivate themselves” (p. 122). Agenda would require a qualitative approach to research on language learning motivation, which might include exploring learning environments, identifying useful pedagogical teaching strategies and examine the role of the teacher student relationship in promoting effective motivational practice and self-regulated learning. Research focused on motivation has turned a new direction in the last decade with less focus on the traditional quantitative paradigm and more empirical research using innovative methods such as mixed methods or a qualitative focus (Boo et al., 2015; Dörnyei and Ryan 2015; Ushioda, 2013a).

2.4 Outlines for Answering the Research Questions of the Study

The following outlines how each research question can be answered.

Research question 1 seeks to discover which teaching strategies 50 teachers consider important from a list of 35 strategies inspired by Dörnyei’s (2001a) framework. Teachers rate each strategy on a Likert-type scale questionnaire (Likert, 1932) on how important they consider the importance of each motivational teaching strategy. To address this research question, data from the teacher questionnaire and pre-observational teacher interview can be analyzed using both descriptive statistics and inferential statistics, such as mixed methods analysis and an independent –samples t-test to compare responses from teachers and students.

Research question 2 seeks to investigate teachers’ use of motivational strategy claims with actual classroom practices to assess whether teachers’ claims and practices align. Data from the pre-observational teacher interviews and classroom observations can be compared and triangulated using qualitative analysis of emerging themes and classroom observation notes.

Research question 3 explores English teachers' process of self-reflection and awareness of their use of teaching strategies. For this research question, data can be addressed through both pre and post-observational teacher interviews and stimulated recall. This technique allows teachers to reflect on the previous observed lesson and discuss personal perceptions of their motivation strategy choices during the lesson as well as discuss strategy preferences in general.

Research question 4 addresses the perspective of the students. This question explores students' perceptions of motivational teaching strategies and examines individual student experiences by triangulating data from student interviews and questionnaires. Analysis for this question is achieved through quantitative and qualitative analysis from students' questionnaire and interview transcripts.

Research question 5 compares teachers' and students' perceptions about motivational strategy use, applying data from the teacher interviews, student interviews and the student questionnaire. The triangulation of all the data provides an in-depth insight of whether teachers' and students' perceptions of the same motivational teaching strategies are congruent.

Summary

This chapter has outlined the previous L2/foreign language research in the field of language motivation and has discussed how this thesis addresses certain research gaps through its design and methodology. This chapter began with an overview of the field followed by previous empirical L2/foreign language research and finishing with current studies. The end of the chapter outlines each of the five research questions and how this thesis aims to answer each question.

Chapter Three: Research Methodology

Introduction

This chapter is divided into two parts. The first part of this chapter presents the methodological framework and the second part consists of the research methods, which includes the research setting, teacher and student participants, research instruments and techniques, ethical considerations, research design, data collection procedures and data analysis to address the research questions.

3.1 Methodological Framework of the Study

According to several researchers, mixed methods research (MMR) is a valuable methodological choice while interpreting quantitative and qualitative research questions (Johnson, Onwuegbuzie & Turner, 2007; Tashakkori & Teddlie, 2010). Riazi (2016) suggests mixed (quantitative and qualitative) research approaches to focus on the strength that both paradigms can offer: “we should turn to way in which quantitative and qualitative research can be mixed [...] identifying how they can be incorporated in a single research design so as to maximize the weakness of each” (p.138). In L2 motivation research, there is increasing recognition that MMR can help researchers capture the complexity of issues under investigation and has come to be regarded in L2 literature as an emerging research design of considerable scope and value (Riazi, 2016).

This study applies the same principle by incorporating a MM design, which draws on the strengths and weakness of quantitative and qualitative approaches, which were conducted sequentially. The quantitative phase of the study informed the qualitative phase as the teacher questionnaire determined some of the questions for the student questionnaire and direction of the interviews (Onwuegbuzie and Johnson, 2006).

This study applies a MMR design by triangulating quantitative data through multiple instruments and participant perspectives. For the current study triangulation was designed by first, collecting quantitative data and second, qualitative data (semi-structured interviews) for a more in-depth scope into L2/foreign language motivation and teaching strategies in the English language teaching and learning contexts.

Quantitative and qualitative data, collected from teachers and students, were analyzed numerically and thematically in order to explore the research questions. By adopting an MMR approach, this thesis will provide a more in-depth view of English language motivation research.

3.1.1 Ethical Consideration

Prior to conducting survey, collecting data and using their information in the study, consent from the authority of the target population was acquired due to ethical issues. Both teachers and students always had the opportunity to decline from participating in the interviews and all the interview responses remained anonymous with names of students being altered and not identifying the institutes. Since this study recorded teacher and student interviews, during data collection, ethical implications of recording were taken into consideration. All the recordings were stored securely with only the researcher and supervisor having direct access to the data.

3.1.2 Research Setting

The study took place in a rural area, Barisal, which stands on the river Kirtankhola. The communication system of this region is not so good. So students of this region face communication difficulties to go to their educational institutions. Bangladesh is highly diversified in terms of socio-economic aspects. Urban area usually enjoys the advantages in terms of communication, health care etc. compared to rural communities. Barisal was selected as a representative of a distinctive rural area of Bangladesh and the standard urban facilities are hardly found in this area. Figure 3.1 reports the research area of the current study.

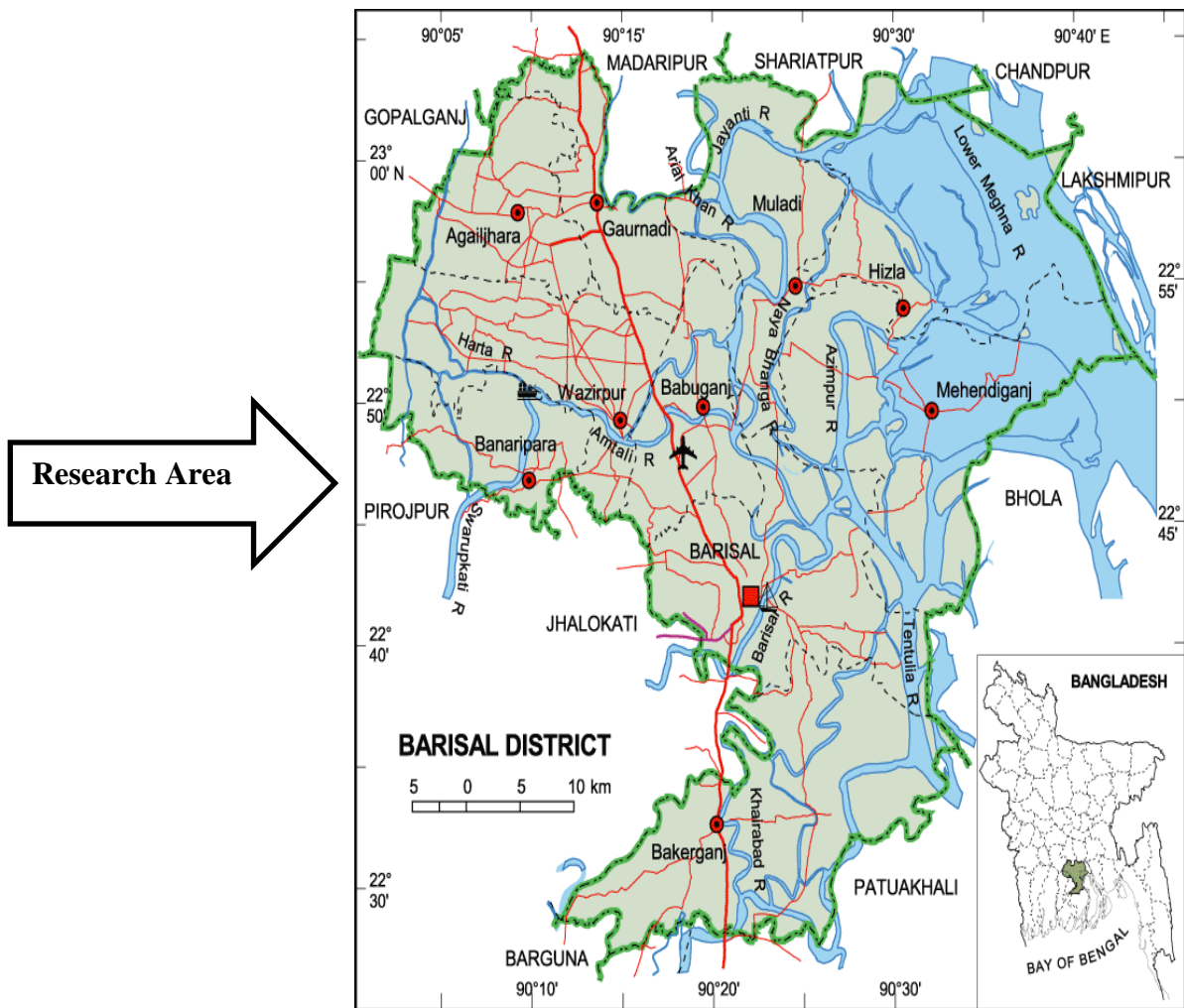


Figure 3. 1: Map of the People’s Republic of Bangladesh Screening Location of the Research Area, Barisal District

Source: <http://www.thebangladesh.net/barisal-district.html>

3.1.3 Research Participants

Two groups of participants participated in the study: English teachers and students from 25 Bangladeshi secondary schools – non-government, government and private schools. The sections below describe the teachers who participated in one or several parts of the data collection and students who participated in their part of the data collection (e.g. student questionnaire and focus group discussion (FGD)).

3.1.3.1 Teacher participants

A group of fifty teachers participated in the study. All the fifty teachers volunteered in the quantitative part. Fifteen of them were female and the rest 35 were male teachers. From the group of fifty, five teachers consented to participate in classroom observations (45 minutes each observation) and pre and post-observation interviews. The group of five teachers volunteered in all parts of the study, including questionnaire, interviews and classroom observations designed for the study. Among these five teachers two were female and the rest three were male teachers. The teachers provided a sample of different ages, genders, qualifications and experiences which provided a wider scope and set of opinions on the issues discussed during the interviews. Names for all participating teachers and students were changed to pseudonyms to maintain anonymity. There were varieties in educational backgrounds of the teachers: BA. B. Ed., BA (Hons). B. Ed., BA (Hons) MA., MA, MA. B. Ed. They received their teaching qualification to teach English from different Bangladeshi universities. There were also varieties in their teaching experiences. All but one of them were trained teachers. Table 3.1 provides teacher demographics who volunteered in the survey.

Table 3.1: Teacher Demographics for Survey

SL No.	Teachers (Pseudo name)	Gender	Age	Qualification	Received Training	Teaching Experience
1	Helal	M	44	MA. B. Ed	CPD, TQI	12
2	Humayun	M	42	MA. B. Ed	SESIP, CPD, TQI	10
3	Bikarna	M	41	MA. B. Ed	CPD, TQI	14
4	Mosarraaf	M	48	BA. B. Ed	ELTIP, CPD, TQI	16
5	Shabita	F	39	MA. B. Ed	SESIP, CPD, TQI	08
6	Ananya	F	38	MA. B. Ed	SESIP, CPD, TQI	07
7	Hemayet	M	45	MA. B. Ed	ELTIP, CPD, TQI	15
8	Kader	M	48	BA. B. Ed	ELTIP, CPD, TQI	14
9	Mamun	M	36	MA.	TQI	05
10	Jahangir	M	38	MA.	TQI	07
11	Sanjeeb	M	39	MA	CPD, TQI	07

12	Nafisa	F	43	BA. B. Ed	ELTIP, CPD, TQI	12
13	Rawsan	F	41	MA. B. Ed	CPD, TQI	12
14	Mukti	F	37	MA	TQI, BRAC	05
15	Mahmud	M	46	MA. B. Ed	ELTIP, CPD, TQI	15
16	Masud	M	39	MA. B. Ed	TQI, BRAC	07
17	Rafi	M	44	BA. B. Ed	CPD, TQI	05
18	Tanveer	M	41	BA. B. Ed	ELTIP, TQI	05
19	Bitan	M	39	MA.	TQI, BRAC	08
20	Suneel	M	47	BA. B. Ed	ELTIP, CPD, TQI	15
21	Taslina	F	38	MA. B. ED.	TQI, BRAC	05
22	Mahfuza	F	41	BA (Hons). B.Ed.	ELTIP, TQI	08
23	Beena	F	37	BA (Hons). MA.	ELTIP, TQI	07
24	Suniti	F	39	MA. B. ED.	TQI	09
25	Roman	M	39	MA. B. ED.	TQI	08
26	Sohrab	M	45	BA. B. Ed.	CPD, TQI	11
27	Biren	M	48	BA. B. Ed.	ELTIP, CPD, TQI	15
28	Monotosh	M	46	BA. B. Ed.	ELTIP, TQI	14
29	Monoj	M	42	BA. B. Ed.	SESIP, TQI	12
30	Tanzila	F	41	MA. B. Ed.	ELTIP, CPD,TQI	10
31	Nigar	F	39	BA (Hons). B. Ed	TQI	07
32	Sultana	F	42	BA (Hons). B. Ed	SESIP, TQI	11
33	Kamrun	F	45	BA (Hons). B. Ed	ELTIP, CPD,	15
34	Irene	F	38	MA. B. Ed.	SESIP, TQI	07
35	Meher	F	41	MA. B. Ed.	CPD,TQI	10
36	Salam	M	45	MA. B. Ed.	ELTIP, CPD,TQI	16
37	Rafique	M	47	BA. B. Ed.	ELTIP, CPD,TQI	15
38	Shishir	M	43	MA. B. Ed.	ELTIP, CPD,TQI	11
39	Kamal	M	45	MA. B. Ed.	CPD,TQI	14
40	Mamun	M	37	MA. B. Ed.	CPD	05
41	Asgar	M	42	BA. B. Ed.	CPD,TQI	12

42	Faruq	M	36	MA. B. Ed.	SESIP	06
43	Tarun	M	38	BA (Hons). MA.	CPD, SESIP	07
44	Arun	M	37	BA (Hons). MA.	TQI, SESIP	05
45	Barun	M	46	MA. B. Ed.	ELTIP, CPD,TQI	15
46	Asim	M	41	MA. B. Ed.	ELTIP, CPD,TQI	10
47	Ashish	M	40	MA. B. Ed.	ELTIP, CPD,	09
48	Asad	M	43	MA. B. Ed.	CPD, TQI	12
49	Makbul	M	42	. MA. B. Ed.	TQI, SESIP	11
50	Rashid	M	48	BA. B. Ed.	ELTIP, CPD,TQI	17

Figure 3.2 shows the gender orientation of the participating teachers of the research.

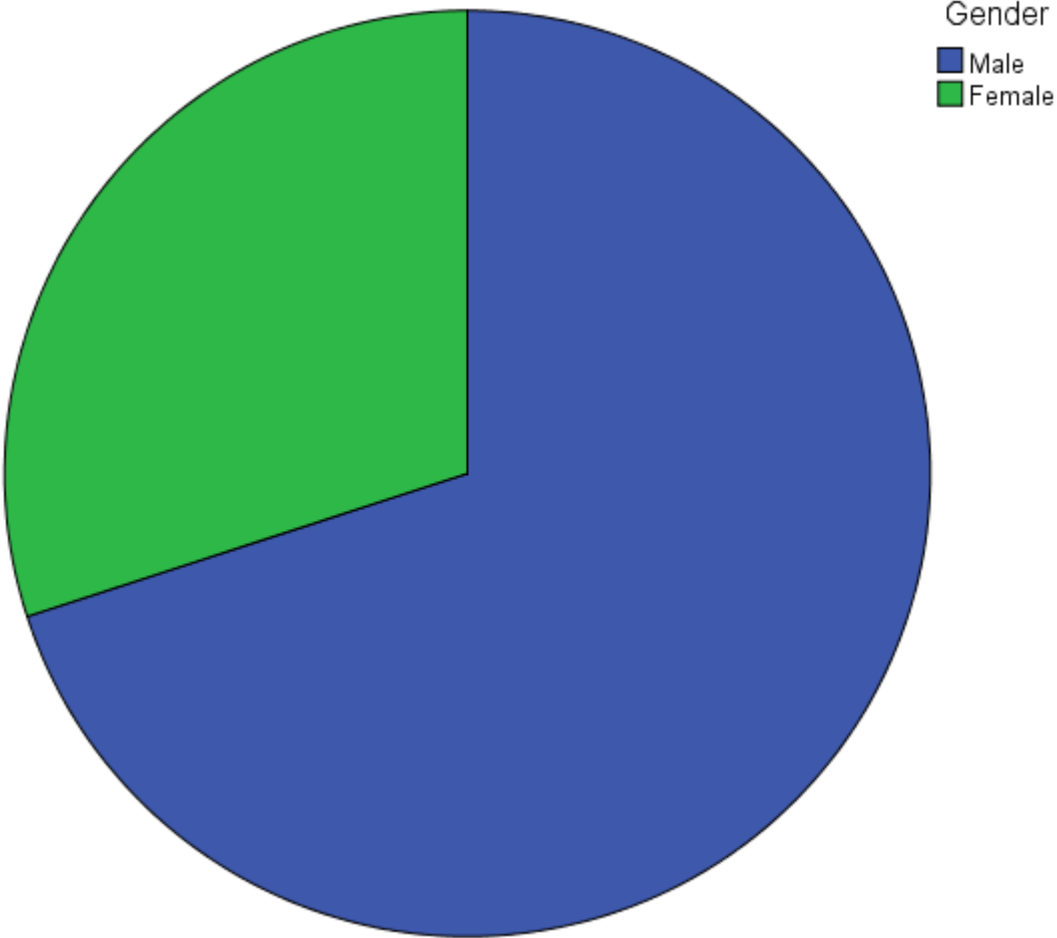


Figure 3. 2: Gender Orientation of the Participating Teachers in the Study

Figure 3.3 provides information about educational qualifications of the teacher participants in the study.

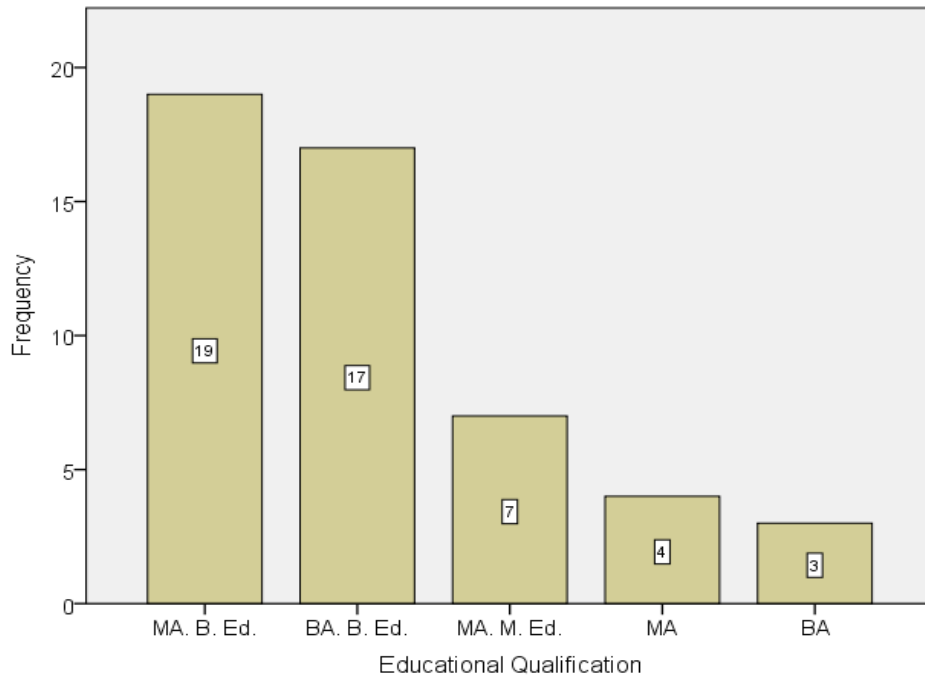


Figure 3. 3: Educational Varieties of the Teacher Participants in the Study

Figure 3.4 provides information about received training(s) of the participant teachers in the study.

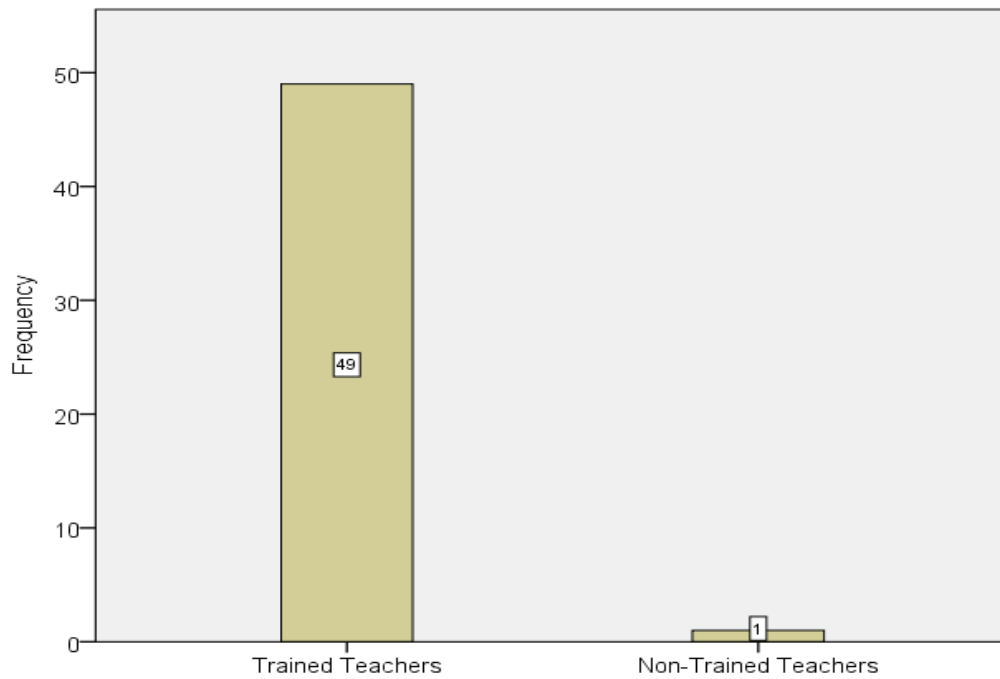


Figure 3. 4: Training Received by the Teacher Participants

Figure 3. 5 shows teaching experiences of the participant teachers in the study.

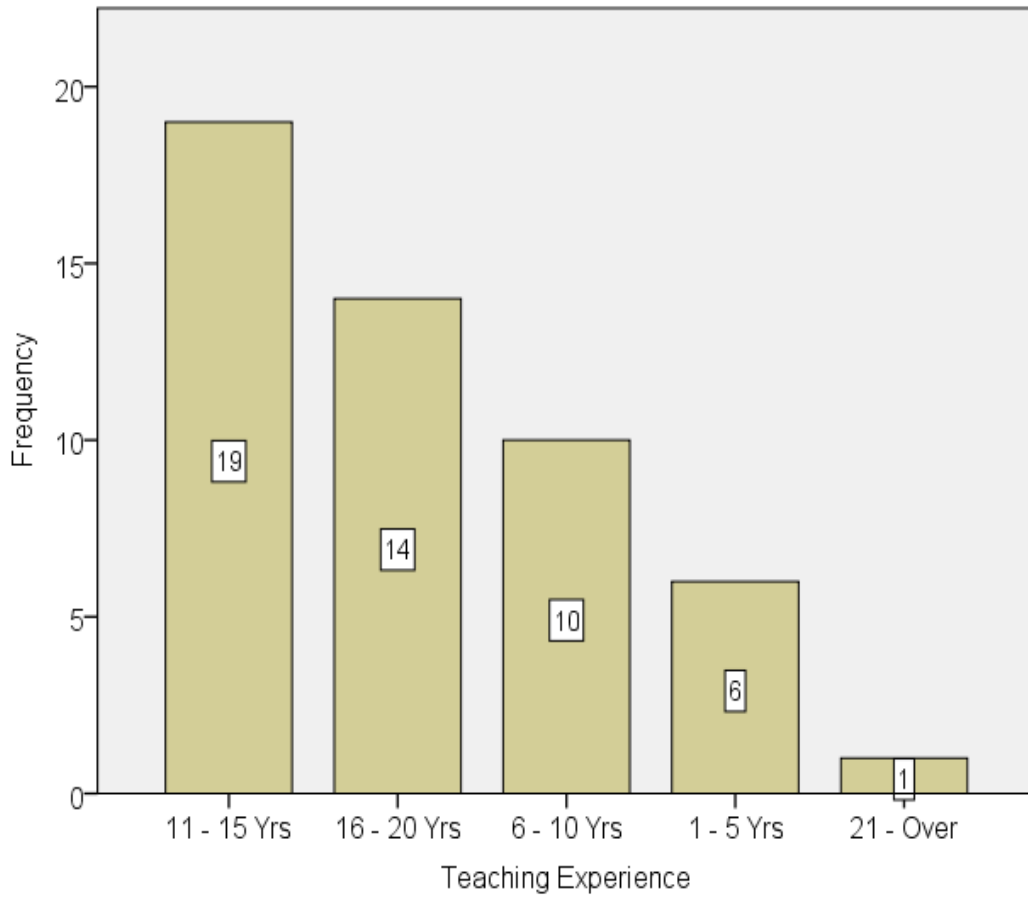


Figure 3. 5: Teaching Experiences of the Participant Teachers in the Study

3.1.3.2 Student Participants

Ninety students participated in the study. Thirty of them were girls and sixty were boys. Students were selected from class eight to ten. All the students volunteered directly in the qualitative part designed for the study whereas twenty-five participated in the FGD. Table 3.2 presents information about the student participants ($N = 90$) who participated in the survey.

Table 3. 2: Student Demographics for Survey

SL No.	Students (Pseudo name)	Gender	Age	Class
1	Sulagna	F	15	X
2	Rusaba	F	14	IX

3	Umama	F	15	X
4	Mehjabin	F	13	VIII
5	Muntaha	F	13	VIII
6	Arunima	F	14	IX
7	Naorin	F	15	X
8	Sonchari	F	13	VIII
9	Suvodra	F	15	X
10	Nujaima	F	14	IX
11	Jayed	M	15	X
12	Zahir	M	15	X
13	Shovon	M	15	X
14	Rawnak	M	13	VIII
15	Imam	M	14	IX
16	Ayan	M	13	VIII
17	Rana	M	13	VIII
18	Redoan	M	14	IX
19	Shuvo	M	15	X
20	Pulak	M	14	IX
21	Keya	F	14	IX
22	Rekha	F	14	IX
23	Shikha	F	13	VIII
24	Deepa	F	14	IX
25	Shanto	M	15	X
26	Belal	M	15	X
27	Nayan	M	15	X
28	Pranto	M	13	VIII
29	Rahim	M	12	VII
30	Razib	M	13	VIII
31	Salauddin	M	15	X
32	Afzal	M	15	X

33	Monir	M	15	X
34	Hanif	M	12	VII
35	Kutub	M	13	VIII
36	Helal	M	11	VI
37	Liton	M	11	VI
38	Prokash	M	13	VIII
39	Bikash	M	13	IX
40	Jaif	M	12	VII
41	Mahfuj	M	13	VIII
42	Sujan	M	14	IX
43	Ripan	M	15	X
44	Kanak	M	15	X
45	Rupak	M	14	IX
46	Sabuj	M	12	VII
47	Alok	M	13	VIII
48	Saikat	M	12	VII
49	Ashish	M	11	VI
50	Rupam	M	11	VI
51	Aloka	F	15	X
52	Minati	F	15	X
53	Bishakha	F	14	IX
54	Dulari	F	15	X
55	Farhana	F	16	X
56	Jharna	F	16	X
57	Chhania	F	15	X
58	Hridi	F	14	IX
59	Anika	F	15	X
60	Aklima	F	14	IX
61	Maria	F	13	VIII
62	Humayra	F	15	X

63	Noor	F	13	VIII
64	Salma	F	13	VIII
65	Shamima	F	13	VIII
66	Lalita	F	15	IX
67	Boplob	M	14	IX
68	Harun	M	14	IX
69	Kutub	M	14	IX
70	Ruhul	M	14	IX
71	Sohel	M	14	VIII
72	Alok	M	14	IX
73	Shimanto	M	15	IX
74	Shishir	M	14	IX
75	Kabir	M	15	X
76	Abir	M	14	X
77	Binoy	M	15	X
78	Nirjhar	M	14	IX
79	Subir	M	13	VIII
80	Subinoy	M	13	VIII
81	Surya	M	13	VIII
82	Ananto	M	14	IX
83	Shakil	M	15	X
84	Firoz	M	15	X
85	Alim	M	15	X
86	Rezaul	M	14	IX
87	Kishore	M	14	IX
88	Rohan	M	13	VIII
89	Hasan	M	14	IX
90	Monju	M	15	X

Figure 3.6 shows gender orientation of the student participants of the study.

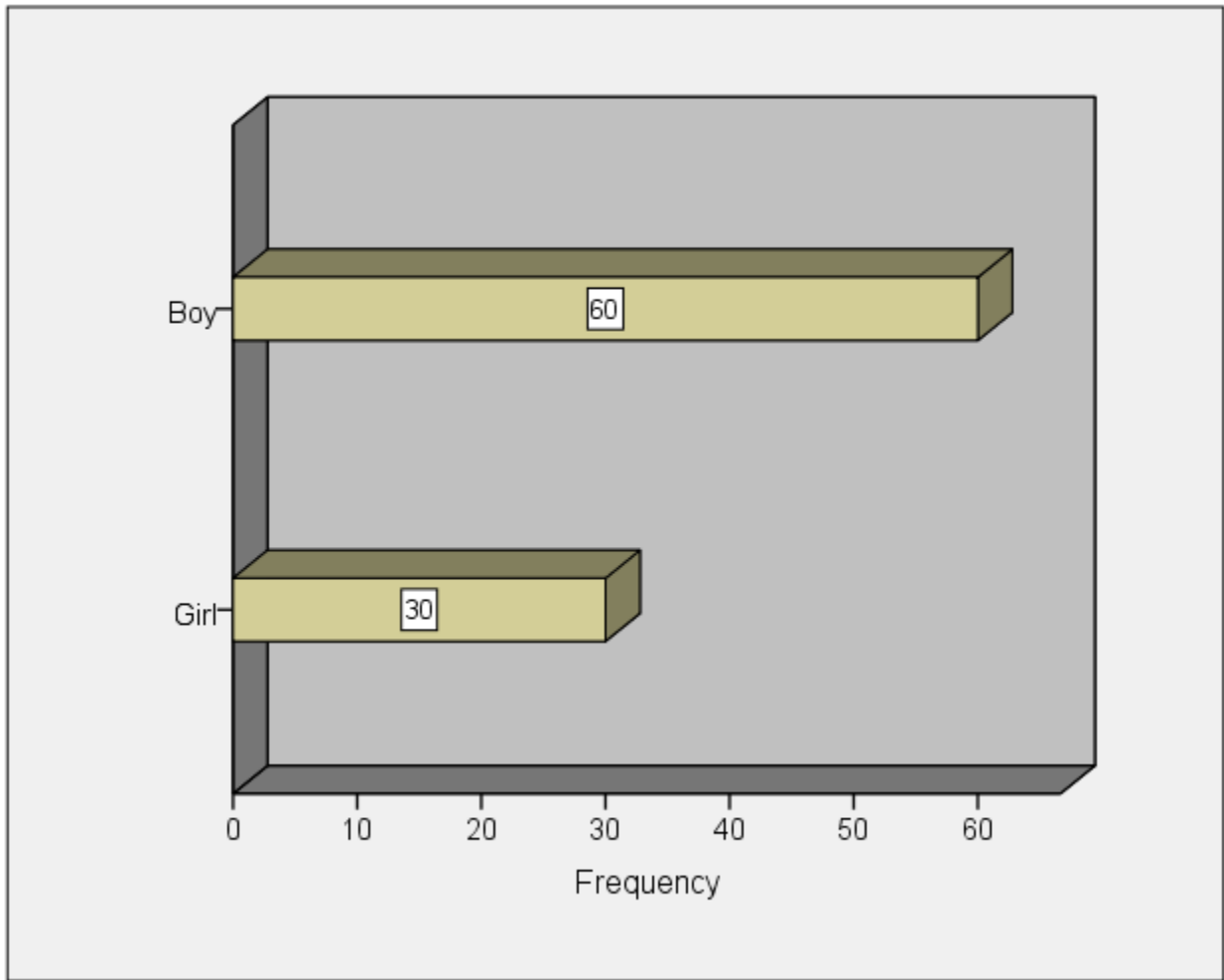


Figure 3. 6: Gender Orientation of the Student Participants

3.1.4 Research Instruments

Six types of research instruments were used in the study: (1) survey questionnaire for teachers; (2) pre-observation questionnaire for teachers; (3) post-observation questionnaire for teachers; (4) survey questionnaire for students; (5) interview questionnaire for students in FGD; and (6) classroom observations checklist. Besides these instruments, another technique ‘stimulated recall’ was used in post observation teacher interviews. The instruments can be categorized as quantitative and qualitative instruments. The questionnaire was specifically designed to accomplish the objectives of the study (see chapter one, section 1.2). The surveys were administered in Bangla for

better understanding at the presence of the researcher. All the interviews were conducted in English because the researcher was available to provide clarification when necessary.

3.1.4.1 Quantitative Instruments

3.1.4.1.1 Teacher Questionnaire

Teacher questionnaire was prepared in Bangla on motivational teaching strategies for better understanding. However, it was translated into English later. Teachers were given a questionnaire to rate outside class time. It took approximately 25-30 minutes for most teachers to complete the questionnaire. Teacher Questionnaire consisted of two parts: profile questions and teaching strategy rating section, which asked teachers about their age, gender, teaching experience and degrees obtained (see Appendix A & B).

The strategies used in the Likert-scale part of the questionnaire were adapted from Dörnyei's (2001a) motivational strategy framework. Fifty teachers consented and rated the 35 motivational teaching strategies on a Likert-scale from 1 to 5, consisting the four components of Dörnyei's Motivational Teaching Model. On the Likert-scale, 1 stood for 'least important' while 5 for 'very important'. Dörnyei categorized the 35 strategies into four motivational aspects. Figure 3.7 provides the model of motivational strategy framework of Dörnyei, adopted in the teacher questionnaire.

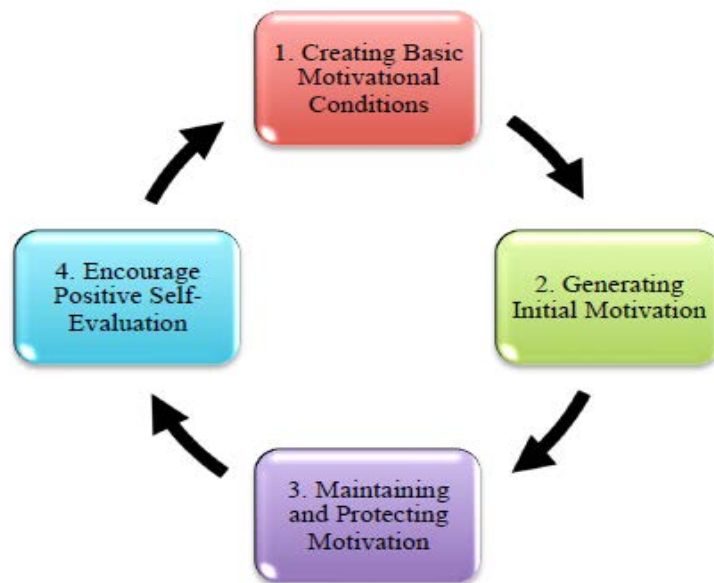


Figure 3. 7: Motivational Teaching Model (Dörnyei, 2001a, p. 29)

This theoretical framework outlines all the strategies and organizes specific strategies into each category, which creates a circular effect from one theme to another. After collecting the large-scale teacher questionnaire, descriptive statistics were calculated (mean scores) to determine which strategies the teachers considered ‘very important’ for teaching and which strategies were categorized as ‘not important at all’ for teaching and motivating students in learning English. This data from the teacher questionnaire addressed research question 1 and 2 as it provided quantitative data from all the teacher participants about how important they considered the teaching strategies from Dörnyei’s (2001a) motivational strategy framework.

3.1.4.1.2 Student Questionnaire

The purpose of the student questionnaire was to gain further insight into students’ opinions of their teachers’ use of strategies and general information about the students. To fulfill the objectives and for better understanding of the questions, the questionnaire was prepared in Bangla. It was also translated into English while analyzing data. The student questionnaire contained two sections. Section one gathered student demographic information.

Section two of the questionnaire asked students to rate the ‘*top ten*’ strategies from the teachers’ rated questionnaire. The ‘*top ten*’ strategies were chosen from the mean scores being much higher than the rest of the strategies. Two lists were compiled in order to determine whether or not the teachers and students ranked the ten strategies in a similar or dissimilar order and the potential reason for their strategy decisions (see Chapter 4). The decision to select a ‘*top ten*’ list was inspired by Dörnyei and Csizér’s (1998) ‘*Ten Commandments*’ research where teacher participants reported how important and how frequently they used a list of 51 micro-strategies and later developed a ‘*top ten*’ list. Data from section two allows the researcher to compare how teachers and students ranked the same ten strategies in terms of importance in order to investigate how both groups ranked the same strategy, which addressed research question 5. The ‘*top ten*’ strategies from the large-scale teacher questionnaire were randomized and placed in a different order for the students to rate. The language was changed to better suit the language level of the students (see Appendix D & E). However, the main ideas remained the same from the teacher to the Student questionnaire. This section provides a small data set on teacher and student perceptions of the same teaching strategies.

3.1.4.2 Qualitative Instruments

Interviews served as qualitative techniques for this study. Both teachers and students were interviewed. The purpose of conducting interviews with the teachers was to discuss what teaching strategies the English teachers use in their classrooms and their effectiveness and the techniques how the teachers try to motivate the learners in English classes and with the students to find out to what degree the teachers' strategies were successful to their motivation in English learning. For each interview, participants were asked questions and these served as the qualitative instruments for the study.

3.1.4.2.1 Class observations

Observations work as a very strong and valuable tool for providing the researchers to observe participants without disturbing the class. Esterberg (2002) views observations to be indispensable since they go a step further than 'interview only' studies by allowing the researcher to silently observe and witness what people really do in their natural setting. It must be mentioned that there could be certain limitations with observations, such as a shift in participant behavior due to nervousness or awareness of the researcher and this was taken into consideration and added to the limitations. It was also taken into consideration teachers may consciously apply new or different strategies that they normally do not use as they were aware of the researcher's presence and the video camera. There were five classroom observations over a period of three weeks. Each observation lasted approximately 45 minutes. For each class observation, an observation checklist was prepared by the researcher at an earlier time (see Appendix G). Along with this, the researcher completed field notes in the class observations (see Appendix H for field notes). A small camera attached to a tripod stayed in the back of the classroom and silently recorded the observations. The recorded video was used for 'stimulated recall' in post-observational teacher interviews.

Table 3.3 presents information about the teacher participants who volunteered in classroom observations and pre and post-observation interviews ($N=5$). Pseudo names are used for the teachers.

Table 3. 3: Teacher Demographics for Classroom Observations and Pre and Post-observation Interviews.

Teachers	Gender	Age	Qualification	Received Training	Teaching Experience
Helal	M	44	MA. B. Ed	ELTIP, CPD, TQI	12
Humayun	M	42	MA. B. Ed	SESIP, CPD, TQI	10
Shabita	F	39	MA. B. Ed	SESIP, CPD, TQI	08
Ananya	F	38	MA. B. Ed	SESIP, CPD, TQI	07
Hemayet	M	45	MA. B. Ed	ELTIP, CPD, TQI	15

3.1.4.2.2 Teacher Interviews

Interviews provide an in-depth view of each teacher’s personal opinions and motivational strategies being a valuable and very effective tool for research. Semi-structured interviews are useful because they elicit detailed responses from participants and enable the researcher to explore emerging themes while still having the freedom to digress and probe for more information (Mackey & Gass, 2005). Interviews allow researcher to investigate phenomena that are not directly observable (e.g. perceptions, beliefs and attitudes). Mackey et al. (2005) point out that interviews are interactive and create an environment where researchers can “elicit additional if initials are vague, incomplete, off-topic, or not specific enough” (p. 173). For the current study, both the teacher interviews (pre and post-observation interviews) were administered in English because the researcher was available to provide clarification when necessary.

3.1.4.2.2.1 Pre-observational Teacher Interviews

Pre-observational teacher interviews are interconnected between classroom observation and teacher interviews. Five teachers were observed in their classrooms (1x each) for 45-minutes per observation and interviewed in two (pre and post-observation) semi structured interviews. The main aim of the pre-observational interview is to explore how English teachers viewed motivational teaching strategies and which strategies they claim to use in their classroom teaching. To carry out the interviews, the researcher set three questions (see Appendix C). Each of the pre-observational interviews lasted for about twenty minutes and the interview questions focused on teaching strategies. The questions asked teachers to reflect on their own teaching, evaluate their motivational strategy decisions and discuss their opinions about strategies in general.

3.1.4.2.2.2 Post-observational Teacher Interviews

The main aim of the post-observational teacher interviews is to enable teachers to reflect on their own teaching practices and to examine if what teachers claimed and actually practiced were similar or different. To bear out the objectives of the post-observational teacher interviews, the researcher set ten questions (see Appendix C). All five post-observational teacher interviews were conducted within 48 hours of the observations.

To enhance the validity of the post-observation interview, teachers watched segments for ‘stimulated recall’ (Mackey et al., 2005) of the videotaped lesson with questions. The method of stimulated recall is used extensively in educational research in teaching, nursing and counselling. This method has considerable potential for studies into cognitive strategies and other learning processes such as complex instructions, teacher and student behavior and non-deliberate behavior (Lyle, 2003). Mackey et al. (2005) view stimulated recall as one of the ‘introspective methods’ by which researchers can use to prompt participants to recall thoughts they had while performing previous tasks or participating in a specific event. Mackey et al. (2005) assert the usefulness of using stimulated recall but encourage researchers to collect data immediately or soon after the event to ensure participants recall critical data. Teachers who opted to participate in classroom observations were given the opportunity to watch the video, reflect on their teaching decisions, examine student behavior and discuss new ideas for future lesson planning and decision-making through self-reflection and feedback.

3.1.4.2.2.3 Student Semi-Structured Interviews in FGD

Twenty-five students consented to participate in the Semi-Structured Interviews in FGD. Among them fifteen were girls and the rest ten were boys. Their names were changed during the transcript writing process. Student Interviews lasted for 30-45 minutes and occurred in available classrooms and aimed to examine individual student experiences. All the interviews occurred in the school premises before class or after class. In the student interviews, the participants were asked ten questions (see Appendix F). All the interviews were recorded. During the interviews, students discussed their teachers’ use of strategies, personal learning style preferences and provided their language learning experiences. Interviews were administered in English because the researcher was available to provide clarification when necessary. Table 3.4 provides information about the

students who volunteered in semi-structured interviews in FGD ($N=25$). Pseudo names are used for the students.

Table 3. 4: Student Demographics for Semi-Structured Interviews in FGD

SL No.	Students (Pseudo name)	Gender	Age	Class
1	Sulagna	F	15	X
2	Rusaba	F	14	IX
3	Mehjabin	F	13	VIII
4	Arunima	F	14	IX
5	Naorin	F	15	X
6	Sonchari	F	13	VIII
7	Suvodra	F	15	X
8	Nujaima	F	14	IX
9	Jayed	M	15	X
10	Zahir	M	15	X
11	Shovon	M	15	X
12	Ayan	M	13	VIII
13	Rana	M	13	VIII
14	Rekha	F	14	IX
15	Shikha	F	13	VIII
16	Deepa	F	14	IX
17	Nayan	M	15	X
18	Pranto	M	13	VIII
19	Razib	M	13	VIII
20	Bikash	M	13	IX
21	Jaif	M	12	VII
22	Aloka	F	15	X
23	Dulari	F	15	X
24	Farhana	F	16	X

25	Anika	F	15	X
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3.1.5 Instrument Validation

It is important to note that prior to main data collection, some research instruments, in particular for teachers were trailed. A group of five English teachers was asked to read the teacher survey and interviews questionnaire and taken the provided feedback on language and content of the teacher questionnaire. This process helped clarify confusing language, resulting in deletion of redundant items and ensured that the questionnaire and interview questions were appropriate for English teaching context in Bangladesh. Student survey and interviews questionnaire were also read by these teachers to make sure that the content was understandable for the students. Confusing language was subsequently clarified and removed.

3.1.6 Data Collection Procedure

An introduction letter to the Head Teacher of each school represented the initial contact. Copies of the consent forms and questionnaires were left at each institute to be collected at a later time. Five teachers who consented to participate all parts of the study were later contacted for a pre and post-interview and one classroom observation. Table 3.5 outlines the twelve major stages and methods of data collection procedure of the study.

Table 3. 5: Stages and Methods of Data Collection

Stages of Data Collection	Methods of Data Collection
Stage 1	Conducted pilot study with English teachers ($N=5$)
Stage 2	Involved the selection of the secondary schools for the study ($N=25$)
Stage 3	Incorporated the selection of a group of English teachers ($N=50$) and a group of students ($N=90$) from class VIII-X with the help of the selected twenty-five school authorities
Stage 4	Distributed teacher questionnaire ($N=50$) at twenty-five approved data collection sites and collected data
Stage 5	Analyzed data from teacher questionnaire

Stage 6	Distributed student questionnaire ($N=90$) at twenty-five approved data collection sites and collected data
Stage 7	Selected a group of English teachers ($N = 5$) from five selected sites for classroom observations and pre and post-observational interviews
Stage 8	Consisted of the pre-observational interviews, classroom observations and detailed field notes with selected teachers ($N=5$). The field notes were taken during each classroom observation (45 minutes each class)
Stage 9	Administered post-observational teacher interviews with the participating teachers ($N=5$)
Stage 10	Involved selection of a group of students ($N = 25$) from twenty-five selected sites for semi-structured interviews (1x each) in Focused group discussion (FGD)
Stage 11	Data analysis, content analysis, descriptive and inferential statistics and test to evaluate association between variables (e.g., t -test)
Stage 12	Dissemination of results: Thesis will provide each participating institute with a summary report of major findings & address student/teacher issues

Data for the study was collected in twelve stages:

The very **first stage** centers on the pilot study, with 5 English teachers in order to test the instrument and method of collecting data. The teachers were asked to evaluate the language and appropriateness of questions in the questionnaires and interviews.

The **second stage** involved the selection of twenty-five schools for the study. For selection of the schools, snowball technique was adopted. The researcher went to a school physically and talked to the authority (head teacher) and school managing committee about his objectives. After giving consent, the head teacher managed other twenty-four schools to participate in the study.

The **third stage** of the study included the selection of a group of fifty English teachers and ninety students for survey. Teacher selection was based on their responses, years of teaching experience, qualifications, trainings and willingness to participate the study. Students were chosen from class VIII-X with the help of the selected twenty-five school authorities. For student selection, their interest to participate in the study was taken into consideration.

During the *fourth stage*, teachers ranked the 35 motivational strategies on the basis of their importance on a Likert-scale from 1-5 where 1 stood for ‘not important at all’ and 5 stood for ‘very important’. The questionnaire was adapted from Dörnyei’s (2001a) motivational strategies framework.

The *fifth stage* incorporated data analysis from teacher questionnaire.

The *sixth stage* involved students’ ranking of *top ten* motivational strategies from teacher rated questionnaire. Students had the opportunity to reflect on the strategies used by their teacher in the absence of the teacher in the classroom to ensure confidentiality and anonymity.

The *seventh stage* included selection of a group of English teachers ($N=5$) for classroom observations, pre -observational one-on-one semi structured interviews with each consenting teacher.

The *eighth stage* included the pre-observational interviews, classroom observations and detailed notes with selected teachers ($N=5$). Notes were taken during each classroom observation (45 minutes each class). The pre-observational interviews included a 15-20-minute one-on-one discussion about teaching strategies and practices. The semi-structured interviews gained valuable information about which strategies teachers already used (or claimed to use) in the classroom. This data allowed for a comparison between what the teacher claims to do and actually does in the classroom.

The *ninth stage* dealt with a post-observational one-on-one semi structured interview with each consenting teacher. It lasted about 30-40 minutes in a classroom nearby. The main aim of the post-observational interview was to enable teachers to reflect on their own teaching practices and to examine if what teachers claimed and actually practiced were similar or different (through classroom observations). All the five post-observation teacher interviews were conducted within 48 hours of each classroom observation. The semi-structured interviews gained valuable information about which strategies teachers claim to use in the classroom.

The *tenth stage* incorporated a group of students’ ($N = 25$) semi-structured interviews from twenty-five selected sites for (1x each) in Focused group discussion (FGD). Students had the opportunity to volunteer and consent to participating in the interview and could refuse participation

at any time during the research. All the interviews took place in Bangla and were audio recorded. Then interview data were transcribed and translated by the researcher.

The *eleventh stage* involved the analysis and triangulation of the mixed methods data. For quantitative data content and descriptive analysis was performed and for the qualitative data, thematic content analysis was performed to investigate the overarching themes from the interviews and questionnaires.

The *twelfth stage* included the final dissemination of the data to the twenty-five institutions in the form of 1-page summary report.

3.1.7 Data Analysis

3.1.7.1 Quantitative Data Analysis

The Likert-scale teacher and student questionnaire data were analyzed quantitatively. First descriptive statistics were used to explore the data structure of the dataset. Next, inferential statistics were applied in order to compare and contrast teachers' and students' rankings of motivational strategies based on Dörnyei's (2001a) motivational strategies framework.

3.1.7.1.1 Descriptive Statistics

Before running the inferential statistics, descriptive statistics (including mean, median and standard deviation) were conducted to determine important motivational strategies. Mean refers to the average scores while the standard deviation (SD) shows how scores are spread around the mean. For further analysis, 35 motivational strategies were grouped into four overarching categories ('Basic', 'Initial', 'Maintain', and 'Self-Evaluation') based on Dörnyei's (2001a) motivational strategies framework.

3.1.7.1.2 Inferential Statistics

For data analysis, one-way analysis of variance (ANOVA) and independent sample *t*-tests were used to identify if the mean rating of each motivational strategy in the questionnaire differed between teachers and students as well as the 'top ten' teacher ranked strategies between students and teachers. The *p*-value is the estimated probability of rejecting the null hypothesis of a study question when that null hypothesis is true. For this study, the null hypothesis was that there was no difference between the ranking means of English teachers and of students. The null hypothesis was rejected if the *p*-value was smaller than $\alpha = 0.05$. Smaller *p*-values suggest that

the null hypothesis is less likely to be true. For the one-way ANOVA, the ranking mean was the dependent variable and group (Teacher, student) the independent variable.

For ranking mean comparisons, the effect size using Cohen's d was calculated to determine the practical significance of the difference between teacher and student rankings. The formula of Cohen's d for independent t -test is $d = (m_1 - m_2) / \delta$ (Cohen, 1988) in which m stands for the ranking mean for each motivational strategy while δ is the standard deviation of differences between two means. This effect size evaluated how many standard deviation units the ranking mean differences between the two groups were away from zero. The larger Cohen's d deviates from zero, the larger the effect size becomes and the larger the differences between ranking means between teachers and students. Cohen (1988) suggested that an effect size of 0.20 is small, 0.50 is medium and 0.80 is large.

3.1.7.2 Qualitative Data Analysis

3.1.7.2.1 Analysis of Teacher and Student Interview

All interviews were transcribed and checked for accuracy. Teacher and student interviews were qualitatively analyzed through content analysis with a focus on themes in most cases. Content analysis focused on both the content and context of the qualitative data. Emerging themes as well as patterns were identified. The data from student and teacher interviews were allocated into emerging categories, themes and patterns.

3.1.7.2.2 Analysis of Field Notes

For most of the cases, the field notes were thematically categorized in order to make a comparison between teacher claims and actual classroom practice. The field notes were mostly analyzed using an emerging theme process.

Summary

This chapter presented the mixed methods methodology of the study including the methodological framework, instruments, data collection procedures, validity and method of analysis for each research question. The next chapter presents the results from the research questions, which are connected with the teacher and student participants. The result examines findings from a variety of research instruments: teacher and student questionnaire, teacher pre and post observational interviews, student interviews in FGD and classroom observations.

Chapter Four: Findings

Introduction

This chapter presents and discusses the findings based on the five research questions of the study. It focuses on the teachers' and students' perspective of motivational strategies. This chapter answers the research questions through the lens of both teachers and learners.

4.1 Findings based on Research Question 1 (What are the key motivational teaching strategies that English teachers consider important?)

The aim of the research question 1 is to identify teaching strategies that were considered 'important' by the fifty English teachers from the twenty-five schools. This research question is addressed through analysis of the two separate data sets: quantitative data from the teacher questionnaire (N=50) and qualitative data from the pre-observational teacher interviews (N=5).

4.1.1 Findings based on Quantitative Data

The first data set consists of the quantitative teacher questionnaire, which was distributed to 50 English teachers from the 25 different secondary schools. Teachers rated 35 motivational strategies using a Likert-scale from 1-5 based on how important they considered each strategy where scale 1 stood for 'not important at all'; 2 for 'not really important', 3 for 'somewhat important', 4 stood for 'quite important'; and scale 5 for 'very important'. Table 4.1 reports on the ranking of 35 motivational strategies implemented in the teacher questionnaire according to their mean, median and standard deviation in descending order.

Table 4. 1: Teachers' Ranking of Motivational Strategies (N=50) in Descending Order

Motivational Strategies	Mean	Median	SD
Make the curriculum and the teaching materials relevant to the students	4.86	5.00	0.35
Create a pleasant and supportive atmosphere in the classroom	4.84	5.00	0.37
Help diminish language anxiety (fear, shame etc. for learning English) by removing or reducing anxiety-provoking elements in the learning environment	4.82	5.00	0.39

Increase students' individual and class goals and helps attain them	4.80	5.00	0.40
Present and administer tasks in a motivating way	4.78	5.00	0.42
Provide students with positive information feedback	4.74	5.00	0.44
Build learners' confidence by providing regular encouragement	4.74	5.00	0.44
Make learning more enjoyable by involving all students in tasks and roles	4.70	5.00	0.46
Increase student motivation by promoting cooperation among the learners	4.68	5.00	0.47
Take the students' learning very seriously	4.68	5.00	0.47
Promote effort among learners	4.66	5.00	0.48
Use goal-setting methods in your classroom	4.66	5.00	0.48
Promote the development of group cohesiveness	4.64	5.00	0.48
Help create realistic learner beliefs and goals	4.60	5.00	0.49
Increase the students' self-motivating capacity	4.58	5.00	0.50
Build learners' confidence in their learning abilities by teaching them various learning strategies	4.58	5.00	0.50
Demonstrate and talk about your own enthusiasm for the course material	4.42	4.00	0.57
Allow learners to maintain a positive social image while engaged in learning tasks	4.34	4.00	0.56
Raise learners' intrinsic (internal) interest in the language learning process	4.30	4.00	0.54
Make learning more stimulating and enjoyable by breaking the monotony of classroom activities	4.26	4.00	0.44
Increase learner satisfaction	4.22	4.00	0.62
Increase students' expectations of success in particular tasks and in general	4.16	4.00	0.51
Offer reward in a motivational manner	4.10	4.00	0.61

Make learning more enjoyable by increasing the attractiveness of the tasks	4.06	4.00	0.62
Promote ‘integrative’ (external) values by encouraging a positive and open-minded attitude towards the language and its speakers	4.00	4.00	0.64
Present peer role models for students	3.94	4.00	0.65
Provide learners with regular experiences of success	3.88	4.00	0.63
Create and apply class rules	3.78	4.00	0.55
Promote students’ awareness of the instrumental values (e.g. accomplishing goals, jobs, money) associated with learning a foreign language	3.72	4.00	0.54
Use methods with your students to formalize their goal commitment by creating ‘learning contracts’	3.60	4.00	0.53
Observe the class rules consistently	3.54	4.00	0.54
Develop personal relationships with students	3.04	3.00	0.57
Develop a collaborative relationship with the students’ parents and/or family	2.48	3.00	0.71
Use grades in a motivational manner, reducing as much as possible their demotivating impact	2.42	3.00	0.70
Increase student motivation by promoting learner autonomy	2.30	2.00	0.74

Table 4.2 reports on the range, mean, median and standard deviation for the top ten ranked motivational teaching strategies from the teacher questionnaire in descending order according to the mean score. The highest average belonged to the ‘*Make the curriculum and the teaching materials relevant to the students*’ strategy (Item 15), which scored an average of 4.86 out of 5.

Table 4. 2: Teachers’ Ranking of ‘*Top Ten*’ Motivational Teaching Strategies in Descending Order

Motivational Strategies	Mean	Median	SD
Make the curriculum and the teaching materials relevant to the students	4.86	5.00	0.35

Create a pleasant and supportive atmosphere in the classroom	4.84	5.00	0.37
Help diminish language anxiety (fear, shame etc. for learning English) by removing or reducing anxiety-provoking elements in the learning environment	4.82	5.00	0.39
Increase students' individual and class goals and helps attain them	4.80	5.00	0.40
Present and administer tasks in a motivating way	4.78	5.00	0.42
Provide students with positive information feedback	4.74	5.00	0.44
Build learners' confidence by providing regular encouragement	4.74	5.00	0.44
Make learning more enjoyable by involving all students in tasks and roles	4.70	5.00	0.46
Increase student motivation by promoting cooperation among the learners	4.68	5.00	0.47
Take the students' learning very seriously	4.68	5.00	0.47

The scores from the 'top ten' ranked motivational teaching strategies suggest that the 50 English teachers prioritized strategies connecting with curriculum, classroom atmosphere, goal setting and student involvement, motivation and cooperation associated with learning a foreign language.

4.1.2 Findings based on Qualitative Data

4.1.2.1 Pre-Observational Teacher Interviews

During the interviews, the teachers discussed the concept of motivation, implementing teaching strategies and personal classroom experiences. The details of each semi-structured interview are discussed below and include qualitative participant data from the interviews. Table 4.3 presents the themes emerged from the interview data. It is organized into major and minor themes on the subject of teaching strategies used to motivate English language learners in Bangladeshi secondary schools. Pseudo names are used for the teachers.

Table 4. 3: Themes Derived from Pre-observational Teacher Interviews

English Teachers (N=5)	Q 1: What teaching strategies (TS) do you use in the English classrooms?	Q 2: Have TS created positive learning outcomes? Why or why not?	Q 3: Do you plan motivational strategies in advance or spontaneously?	Q 4: Which TS are the most valuable for promoting motivation among the learners?	Emerging themes from Pre-observational teacher interviews
Helal	English instructions, showing enthusiasm, Justify and explain the purposes, encouragement, language games, dialogue demonstration, plenary, feedback, relevancy, pair work and group work	Of course. Encouragement is a key for motivating students and feedback stimulates Ss' learning, pair work and group work make the class interactive, helps Ss do more advanced work	Both in advanced and spontaneously	Encouragement, enthusiasm, fun tasks, material relevancy, pair work, group work and feedback	Lesson/material relevancy, enthusiasm, fun activities, encouragement, collaborative work and feedback
Humayun	Real-life examples, lesson relevant to students' life, conversation practice, picture describing, language games, pair work, group	Yes. Positive feedback from Ss, increase interactions, develop speaking skill, make class	Both in advanced and spontaneously	More talking time, fun activities, conversation practice, group work, cooperation,	Material relevancy, fun activities, more talking time, collaborative work and cooperation,

	work, inspiration, peer feedback	interactive, pair work and group work make Ss generative		collaborative work, peer feedback	inspiration, peer feedback
Shabita	Diminish language anxiety, encouragement, make lesson relevant to Ss' life, pair work, group work, individual work, playing games, picture describing, passion for students' learning, feedback	Appeal Ss' attention, increase Ss' performance, make lesson more interesting, increase student motivation, interactive class	Pre-planned	building learners confidence, reducing anxiety, group work, rewards; use of relevant material, showing enthusiasm	Encouragement, enthusiasm, lesson relevancy, interactive activities, fun tasks, reducing anxiety, rewards, teacher feedback
Ananya	Relate lessons to Ss' life, interactive learning through pair and group work, encouragement, individual work, pair work, group work, dialogue demonstration, playing games, teacher and peer feedback	Reinforce Ss with activities, make Ss' generative, remove shyness, make the class interactive, involve all Ss	Spontaneous	Material relevancy, fun tasks, more talking time, interactive activities, peer feedback, relate to Ss, encouragement,	Make learning fun, material relevancy, interactions, more talking time, peer feedback, encouragement
Hemayet	Relevant material, High enthusiasm, interactive	Emphasize interactions, make	Planned in advance but	Authentic material Learning with fun,	Material relevancy, make learning fun,

learning, changing pair & group, language games, funny conversation practice, presentation, practice and production (PPP), encouragement, positive feedback	learning enjoyable, pair & group work make the class interactive	depends on situation	cooperation, peer feedback, speaking, interactive activities, encouragement	enthusiasm, peer feedback, interaction, more talking time, encouragement
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NB: Ss = students and TS= teaching strategies

Several of the themes were found common among the five teachers. This most common of the themes is evident that the five teachers view motivational teaching strategies in mostly similar ways and consider many related strategies as being important for motivation in English language teaching and learning. The themes emerged from the pre-observational teacher interviews were ‘providing students with relevancy’, ‘giving encouragement’, ‘showing enthusiasm’, ‘promoting cooperation’, ‘make learning fun’, ‘make learning interactive’, and ‘giving feedback to students’ (Dörnyei, 2001a).

During the interview, the teachers said that they showed enthusiasm and encouraged their students while teaching English in the classroom. They made materials relevant and useful for real life if necessary. One female teacher replied that she involved students in interactive activities like pair work, group work and language games. Most of the teachers replied that these strategies made the learners motivated for learning English. To the teachers, encouragement was a key motivator for their students and feedback stimulated students’ learning. They argued that enthusiasm worked as passion for students’ learning whereas pair and group work made the class interactive, helping students do more advanced work. The teachers urged for positive feedback for promoting effort among learners and making the learners confident.

The following sections deals with the two main categories of themes: teacher-centered themes and student-centered themes derived from the data analysis of the pre-observational teacher interviews.

Teacher-centered Themes

Providing students with relevancy

The concept of providing relevancy echoed in the group of five teachers. Helal with 12 years of experience spoke passionately and positively about the importance of making lesson relevant to the students. He believed that by providing students with relevance, it would help students acquire the actual learning of the lesson. During his class observation, he was found asking his students the purpose for certain tasks or activities.

Humayun emphasized on teaching and learning from real life. He believed that practical concepts helped students better understand English. He stressed on speaking practice from real life:

“They are usually from their own life, from their experience, their family, culture and traditions, so believe that’s the most interesting part for them to share their experiences

with each other”.

During the observation of his lesson, he focused on the class discussion on Nakshi Kantha (as a part of Bangladeshi culture). Students were asked to discuss different parts of Bangladeshi culture as well as their likings and dislikings for them. In the pre-observational interview, he asked students to share experiences of their favorite past times, hobbies, games, songs and foods. The class engaged in group discussion for several minutes. The purpose of his class was to make the students raise their voice in groups and whole class discussions, promoting dialogue for speaking practice.

Similar to the vision of relevancy of Humayun, Shabita also considered the strategy of relevancy quite important in her teaching practices. At the time of the interview, she urged for student inspiration. She commented that her students performed well in writing and reading tasks but often fell short in speaking tasks. To resolve the problem, she was found sharing her personal experiences with her students and listen to her students’ personal experiences. She urged, ‘Relate to them at a personal level, because I’ve studied language as well and so I share personal experience and try to motivate them on a personal level more than anything.’”

She kept students’ motivation high in her class connecting real world experiences with classroom learning. She focused her lessons less on textbook curriculum and more on vocabulary that involved real world issues. Students had to use vocabulary they had just learned earlier in a lesson and describe a situation. This activity involved interaction with fun and relevancy and ample opportunity to converse in English.

Showing enthusiasm for students’ learning

In his class, Helal provided students with encouragement and showed enthusiasm for his students’ learning, which contributed positively to his classroom environment and ensured his student enjoyment. Regarding the role of enthusiasm in teaching, he explained the importance of clarifying the objectives of the task to the students.

He was found connecting between how he taught and what his students actually learned. It could be challenging to determine if students were learning or feel motivated in class, he explained and added that test scores failed to provide teachers with this knowledge. According to Helal boosting

weaker students' confidence sometimes helped to remove their nervousness. He suggested giving importance on homework for more improvement.

Student-Centered Themes

Promoting cooperation among students

Promoting cooperation among students was one of the themes of pre-observational interviews. Peer feedback was connected with the theme of promoting cooperation among students. By mixing the students according to their language level Ananya created a suitable learning environment in which more experienced students could encourage and assist the weaker peers. Thus, in her class she promoted group work and cooperation, enabling higher level learners to help and support lower level learners. As a group member Hemayet emphasized that learning was not just about individually achieving a 'pre-set goal', but striving to contribute to group discussion and learning new skills as a team. The idea of group learning and collaboration played a key role for Hemayet as he noted positive results from this type of group dynamics, which continued to determine how he taught and what activities he implemented in a lesson plan. All the five teachers commented on the importance of providing students lessons that would be useful for the everyday lives.

Providing feedback and promoting dialogue in English classrooms

All the five teachers noted the importance of providing their students with feedback. They explained that by providing students with feedback, teacher could foster group cooperation and create a more pleasant learning environment. The group highlighted the importance of student-centered classroom rather than teacher focused and it was also found in the majority of the class observations where students were given enough time to talk in the class. The teachers maintained the ratio of teacher and students talking time. There were sessions for dialogue demonstration and feedback. Learners seemed to be happy after the class.

The themes addressed by the five participating teachers align well with Dörnyei's (2001a; 2001b) motivational strategy framework, which indicated that his list of thirty-five strategies could support itself with teachers and students from Bangladeshi cultural and pedagogical backgrounds. Overall, the five English teachers agreed on several points regarding how teachers can best motivate their students and encourage a positive learning environment. Although some strategies differed, overall the group echoed one another's strategies such as 'providing students with relevancy', 'giving

encouragement’, ‘showing enthusiasm’, ‘promoting cooperation’ and ‘giving feedback to students’, ‘make learning fun’ for student skill improvement.

4.2 Findings based on Research Question 2 (What motivational teaching strategies do English teachers claim to use and actually use in their classrooms?)

The objective of the research question 2 is to compare English teachers’ claims versus actual motivational teaching strategies in their classrooms. To find out the answer of this research question, qualitative data from the pre-observational teacher interviews (N=5) and quantitative data from classroom observations (N=5) were investigated.

4.2.1 Pre-observational Teacher Interviews

During the pre-observational interviews, five teachers agreed on several points and perceived the importance of several strategies. Several themes overlapped among the five teachers who participated in the interviews and classroom observations. The overlapping themes suggest that the five teachers viewed teaching strategies similarly and considered some of the same strategies as being important for English Language teaching and classroom motivation. Table 4.4 highlights the themes considered most important by the five teachers. Pseudo names are used for the teachers.

Table 4. 4: Overlapping Themes Derived from Pre-observational Teacher Interviews

Teachers	Helal	Humayun	Shabita	Ananya	Hemayet
Important Themes	Material relevancy	More talking time	Show enthusiasm	Make learning fun	Material relevancy
	Show enthusiasm	Fun activities	Encouragement	Material relevancy	Show enthusiasm
	Fun activities	Material relevancy	Material relevancy	Interactions	Learning with fun
	Encouragement	Interactions	Interactive activities	Peer feedback	Interaction
	Interactions	Cooperation	Fun tasks	Encouragement	peer feedback
	Positive feedback	Peer feedback	Teacher feedback	More talking time	Encouragement
	Cooperation	Inspiration	Cooperation	Cooperation	Cooperation

All the five teachers considered '*Material relevancy*', '*Interactive activities*', '*Encouragement*', and '*Make learning fun/Fun tasks*' as important techniques of their classroom teaching for motivating their learners. This suggests that '*Material relevancy*', '*Interactive activities*', and '*Make learning fun/Fun tasks*' were essential for student motivation. The teachers paid special attention to the learners' interest and monotony in the lesson. Shabita with 08 years of teaching experience stressed the importance of '*Relevancy*': "I try to relate to them at a personal level because I've studied language as well and so I share personal experiences and try to motivate them on a personal level more than anything". In fact, enabling students to realize their full potential seemed to be a strategy Shabita heavily relied on during her lessons. Another notable aspect of Shabita's teaching was her approach to connecting real world experiences with the classroom learning: "The textbook is not enough [...] I always bring in real-world discussions because most of these they don't find in the textbook [...] what they learn from the textbook doesn't help them on the street..." Shabita focused his lessons less on textbook and more on useful information, vocabulary and activities that involved real world experiences.

In the pre-observational interviews, the teachers claimed to build learners' confidence by providing regular encouragement. Again all but two of the teachers (Humayun and Ananya) claimed that they showed '*Enthusiasm*' for their students' English learning in the classrooms. The two teachers who did not talk about '*Enthusiasm*' could not deny its importance. Again all the five teachers (Helal and Humayun) claimed for '*Promoting cooperation*' among learners and explained its importance in English classroom and added that they emphasized on it while making the learners do group work. All the five teachers interviewed and observed focused on '*providing teacher and peer feedback*' with students. Showing their sensitiveness to the student's behavior two of the teachers focused on the negative reactions of the learners in the interview. These findings from the pre-observational teacher interviews reflected the teachers' pedagogical knowledge and classroom behavior. Majority of the teachers (at least three) were especially concerned with how their students perceived their teaching styles and decisions. Hemayet, the most experienced teacher felt very conscious about how his students perceived his interest level in the teaching material and whether or not he showed enough enthusiasm for the content. Three teachers of the group of five – Helal, Shabita and Hemayet paid special attention to the interest and fatigue levels of their

students. The majority of the teachers interviewed and observed focused on the emotions of the students, paying close attention if students were tired or uninterested in the lesson.

However, two teachers, Humayun and Ananya (pseudo names) were less concerned about how students perceived his teaching methods and students' negativity, being more concerned about providing their students with peer collaboration and more focused on students' more talking time. They were more concerned with solutions for challenging classroom situations rather than stressing on how students perceived their strategy decisions or students' negative reactions. They did not talk about 'Enthusiasm' but rather they emphasized on collaboration. For them, collaborative work like pair and group work played vital roles in boosting students' performance as they got positive results from these activities, which continued to determine how they taught and what activities they used in a lesson.

Hemayet emphasized that learning was not just about individually achieving a 'pre-set goal', but striving to contribute to group discussion and learning new skills as a team. The idea of group learning and collaboration played a significant role for Hemayet as he noted positive results from this type of group dynamics, which continued to determine how he taught and what activities he implemented in a lesson plan.

4.2.2 Classroom Observations

Five English classes in the secondary level of Bangladesh were observed to investigate secondary school English teachers' use of motivational teaching practices. One of these classes was focused on writing skill and the rest four were on reading skill. In the observations, teachers were found making use of a diverse motivational techniques to motivate their students in the English classes. The class observation checklist contained seven criteria and each criterion had sub-criteria for collection and accumulation of data in details for the study.

The five observations played a significant role for data collection and analysis because they allowed for a deeper scope into teachers' classroom teaching practice and the strategies they implemented. Based on the five English class observation data it was evident that the group of five teachers perceived their use of teaching strategies similarly with their actual teaching practices.

The following sections deal with the classroom observations of the five English teachers first and then analysis of what teachers said in their pre-observational interviews and what was actually observed in their classrooms during the class observations.

4.2.2.1 Motivational Strategies Applied in the Observed Classrooms

Lesson Plan and Execution

The teaching plans of the five observed classes set up a variety of activities - individual work, pair work and group work that promoted meaningful communication, realistically contextualized language, and motivated the students and checked their comprehension.

It was appreciating that most of the activities included in the plans of the five teachers were of student-student interaction, which made the class a student-centered classroom and created the chances of practicing pair work and group work in the class for making the learners more generative and confident and making lesson interesting breaking the monotony of classroom activities. The other interactions happened in the classrooms were from teacher-student and whole class interactions in the plan.

The teachers were also found involving their learners in language games, which enabled learners to learn language with fun. The students participated actively in the activities and were found satisfied after the classes. For execution of the activities, in case of reading skills the teachers applied the techniques of silent reading, monitoring, etc. For writing skills, majority of the teachers utilized participatory method. For checking answers, all the teachers applied cross checking techniques, plenary and elicitation. Transition between the activities was mostly present in the class. All the activities in the plan were arranged consistently.

Use of Target language

Each of the five teachers utilized the target language (English) mostly in their classroom teaching practices. The learners were also found responding to their respective teachers in the target language. In case of any understanding problem, teachers were found to resolve it with proper motivation and judicious use of Bangla. In the five observed classes, a few groups were found interacting in Bengali during collaborative work (pair and group work). But the respective teacher dissolved it while monitoring the class.

Interactions

The kinds of interactions took place in the observed classrooms were teacher-students, student-student (most of the time) and whole class interactions. It was appreciating that most of the activities were of student-student interactions, which made the class a student-centered classroom and created the chance of practicing pair work and group work in the class for making the learners more generative and confident and making lessons interesting breaking the monotony of classroom activities.

Classroom Management

The observed teachers managed their classes effectively. The students followed all explanations, directions and instructions of their respective teachers. The teachers got their students' attention. The atmosphere of the classes was also warm, open and accepting. The teachers responded to their students' questions. All the five classes were lively. It was clear to the students what they were supposed to do and they were given sufficient time to complete the assigned tasks. While working in groups, most of the students were found active except a few. The teachers were found friendly. Most of the teachers demonstrated professional skills in building rapport with the students, which helped the class in minimizing the ill effects of monotony in the classroom. At least three of the teachers made praiseworthy effort of calling all the students by their names.

Teaching Techniques

The teaching techniques the teachers applied in their classes fit well into their lesson. The lesson plans and the appropriateness of the use of techniques of the teachers in their teaching practices fulfilled the objectives of their lessons. For execution of the activities, the teachers applied a variety of activities – justify and explain strategy, individual work, pair work and group work, elicitation, plenary, silent reading, monitoring, etc. All the teachers stressed both pair and group work in the class. They were found teaching their students with fun activities involving the learners in language games. For checking answers of the participants, cross checking techniques, plenary and elicitation were followed. Before starting an activity, at least two of the teachers were found providing justification and explanation for the purpose of it.

After having a discussion on the topic, respective teachers were found asking for clarification questions from the students and providing answers with them and after the completion of each

activity, they were found encouraging the learners which worked as positive reinforcement for the learners.

Resources, Supplementary Materials and Use of Teaching Aids

The teachers used textbook, lesson plans, authentic materials, flip charts, flash cards, poster papers, pictures and realia for their teaching. Majority of the teachers were found talking about and showing their enthusiasm for their course materials. While teaching in the classrooms, at least three teachers were found showing poster papers and two of them were found using flip chart designed by them to make their explanation be clearer that was relevant to the content and motivating their learners.

Treatment of Errors and Feedback

After completion of each activity, there was constructive feedback – feedback from both peers and teachers. The teachers corrected the errors committed by the learners. The learners seemed to learn from feedback. The teachers elicited feedback and commented basically from peers.

Learning Environment

The classrooms had adequate setting. There were blackboards or whiteboards in the front of classroom. The classrooms were spacious enough to allow sufficient movements for both the teacher and students. The sitting arrangement was suitable for teaching and learning. Learners were well dispersed and worked independently in the classroom.

4.2.2.2 Analysis of Teachers' Teaching Strategy Used in the Classrooms

The following section aims to analyze what the five teachers said in their pre-observational interviews and what was actually observed in their classroom practices during their class observations. Relevant data for this were collected using classroom observation checklist and field notes. The items, which the classroom observation checklist did not cover, were noted as 'class observation notes' from the video tape. During data analysis, both the checklist and notes were used.

Helal's Teaching Strategy Use

During the pre-observational interview, Helal discussed the importance of encouraging his students and justifying his teaching decisions. Positive reinforcement through encouragement and

enthusiasm were key strategies to maintain student interest and engagement. Since Helal utilized the strategy ‘providing encouragement’ mostly during his lesson, the perception of ‘providing encouragement’ as a positive reinforcement strategy echoed in his classroom. The strategy of encouragement aligned in the interview and classroom observation which suggests that not only did Helal considered encouraging student to be generally important in English Language teaching, but he also applied this strategy in his own classroom.

Helal relied on pair and group discussion but he preferred group work to pair work as he spent most of the time by making the students engage in group work. This could be justified by the desire for all students to be involved in the activities. His application of whole class discussion was not only for teacher talking time but it also created scope for all students to listen to the teacher and take part in the class discussion. In his class, he emphasized on students’ interaction asking questions or worked on tasks individually.

During the classroom observation, Helal also utilized the strategy of ‘provide clarification’. His use of this strategy indicated that his students required more teacher clarification since the material was a bit challenging in terms of level and expectations. In his class duration, he used this strategy at least twice which suggests that this strategy was considered important enough to use several times as he was quite concerned with how students would perceive his teaching actions and this resonated in his interview.

Humayun’s Teaching Strategy Use

Humayun had a clear preference for one strategy – ‘ask clarification questions’ dealing with a section of students with low level of abilities. In his class, he was serious with students’ understanding and clarification of their confusion. He applied a variety of formation during his class like pair and group work. He stressed upon the importance for students to practice English in interactive groups where peer could reproduce something new collaboratively. It was clear from his preference for certain interactive strategies as he applied pair and group activities most of the time during his class time as compared to other formations – individual work and whole class activity.

Humayun focused on how his students interacted and how specific group formations could scaffold their abilities to work together, interact and practice English. During his pre-observation interview,

he stressed his preference on emphasizing speaking opportunities and promoting group work that focus on interaction.

Shabita's Teaching Strategy Use

Shabita's class was comprised of weaker students. She used the strategy scaffolding more and more with clear instructions. She was very conscious of the needs of her students that was reflected in her applications of classroom strategies. In her class, the strategies of 'explain' and 'provide instructions' were applied the most. Her application of these teaching strategies partially aligned with her pre-observational interview discussion. During the pre-observational interview, she spent more time emphasizing the importance of curriculum relevancy, self-awareness and encouraging her students to be engaged in the activities and the lesson. She also remarked on her students' low level of language, which aligned with her use of scaffolding in the classroom providing clear instructions to improve their comprehension during the lesson. The teaching strategy of 'relevancy' did not frequently occur as a notable strategy for the five observations. It does not mean it has no importance, but rather it highlights the importance of other strategies implemented during classroom teaching time.

Ananya's Teaching Strategy Use

Like Shabita, Ananya also exhibited a preference for group work formations using group and whole class activities several times. Ananya explained the importance of peer to engage. She implemented the strategies explain and elicitation of vocabulary which did not align with the idea that the students were capable of working in teams but they relied on the teacher explanations and vocabulary during group work. During the pre-observation interview, she highlighted curriculum relevancy, peer feedback and also discussed the strategy of making pair mixing weaker and stronger students together during group activities. The strategies that Shabita, and Ananya implemented in their classes somewhat aligned with the needs of their language students. Instead of focusing on strategies such as 'encouragement' or 'explain', they concentrated on more supportive strategies.

Hemayet's Teaching Strategy Use

Hemayet was the most experienced teacher involved in the classroom observations and pre and post-observational interviews. Similar to the previous four teachers, Hemayet applied the group

work strategy during the observations, which suggests that all five teachers considered this strategy important in their classroom teaching. During the observation, he also utilized a variety of group formations and even asked students to prepare group presentations. During the pre-observational interview, he stressed the importance of peer feedback, student talking time, and teacher enthusiasm. He considered group interaction as essential as well as how his students perceived him as a teacher. Helal and Hemayet showed their encouragement for students the most out of all five teachers. It was notable that while Hemayet discussed the importance of showing enthusiasm in his pre-observational interview, he implemented the strategy provide encouragement several times during the observations. Hemayet implemented a variety of strategies during the observation of his class. He taught the JSC candidates and continued to encourage his students multiple times. The encouragement strategy remained a prevalent strategy throughout the observations of the five classes since the students seemed to require more encouragement for learning English.

To sum up, the five observed teachers utilized a variety of strategies. They circulated during group work activities and implemented a variety of activities to maintain student interest and variety in the lesson. The strategies the teachers used in the classrooms during observation ranging from pair work, group work, whole class discussions, group presentations, individual work and one-on-one interaction with the teacher. It was evident from the observations of their real classroom practices that the English teachers stressed the strategies like motivation and they implemented this strategy by the use of repeated clear instructions, scaffoldings and teaching aids to ensure a pleasant and supportive learning environment in the classrooms. The themes that emerged from their class observations were: motivation, clarification, students' understanding, and discouragement of cramming, increasing the vocabulary through funny activities like language games and interactive classroom activities and providing direct experience to the students.

4.3 Findings based on Research Question 3 (How do English teachers perceive their own teaching practice in terms of motivational strategy use?)

The aim of the research question 3 was to explore English teachers' process of self-reflection and awareness of their use of teaching strategies. To fulfill the objectives it examined two sets of data: pre and post-observational interview transcripts. The pre-observational interviews served as an

indicator of the teachers' perception of strategy use and the post-observational interviews revealed how teachers processed and reflected on their own teaching practices.

4.3.1 Pre-observational Teacher Interviews

In the pre-observational teacher interviews the themes of *'Material relevancy'*, *'Interactive activities'*, *'Encouragement'*, and *'Make learning fun/Fun tasks'* overlapped the five teachers. Several of the strategies aligned with the top ten rankings of all teacher participants.

Two important motivational strategies from the teacher questionnaire were *'Make the curriculum and teaching materials relevant to the students'* and *'Create a pleasant and supportive atmosphere in the classroom'*. These strategies received mean rank scores of 4.86 and 4.84 respectively. Both strategies were discussed during the pre-observational interviews, which further indicated their strength from the questionnaire ranking and as an important discussion topic on classroom motivation and strategic decisions.

Table 4. 5: Overlapping Themes Derived from Pre-observational Teacher Interviews

Teachers	Helal	Humayun	Shabita	Ananya	Hemayet
Important Themes	Material relevancy	More talking time	Show enthusiasm	Make learning fun	Material relevancy
	Show enthusiasm	Fun activities	Encouragement	Material relevancy	Show enthusiasm
	Fun activities	Material relevancy	Material relevancy	Interactions	Learning with fun
	Encouragement	Interactions	Interactive activities	Peer feedback	Interaction
	Interactions	Cooperation	Fun tasks	Encouragement	peer feedback
	Positive feedback	Peer feedback	Teacher feedback	More talking time	Encouragement
	Cooperation	Inspiration	Cooperation	Cooperation	Cooperation

All the five observed teachers considered *'Material relevancy'*, *'Interactive activities'*, *'Encouragement'*, and *'Make learning fun/Fun tasks'* as important techniques of their classroom

teaching for motivating their learners while the three other teachers considered showing enthusiasm particularly important for their students who could have lacked motivation or confidence with English language learning.

The two teachers who did not talk about ‘Enthusiasm’ could not deny its importance. Again two of the five teachers claimed for ‘Promoting cooperation’ among learners whereas other two teachers explained its importance in English classroom and added that they emphasized it while making the learners work in group. All the five teachers interviewed and observed focused on ‘providing teacher and peer feedback’ with students. However, two teachers were more concerned about providing their students with peer collaboration and more focused on students’ more talking time. They did not talk about ‘Enthusiasm’ rather emphasized on collaboration. They stressed that pair and group work played key roles for them as they noted positive results from these activities, which continued to determine how they taught and what activities they used in a lesson.

So, it was clear from the findings that the five observed teachers had similar visions for motivational strategies and whose perceptions of motivational strategies aligned in general with the questionnaire ranking, interview discussions and use of strategies in the observation.

The overlapping emerged themes and variety of motivational teaching strategies discussed during the pre-observational interview suggests that the five teachers positively perceived their use of teaching strategies as they initiated the strategy discussion and explained why the particular strategies were important in the classroom. The next section discusses the post observation interviews and focuses on the self-reflection process of the five teachers.

4.3.2 Post-Observational Teacher Interviews

Table 4.6 reports on the post-observational interviews of the five English teachers. It highlights the overall findings from the post-observational teacher interviews. The table is divided into two sections: category names to present the fifteen interview questions and the five English teachers’ responses for each question. All the teachers felt positively about the observed lesson and provided evidence for their students’ positive perceptions (see item 4). Most teachers assessed whether or not a strategy was considered positive or negative by basing it on their students’ perceptive behavior, production and participation in the lesson (see item 9 & 14).

Table 4. 6: Post-observation Interview Data

Interview Questions	Helal	Humayun	Shabita	Ananya	Hemayet
Useful Motivational Strategies (MS)	Encouragement, give & make reasons clear, relevancy, PW & GW, providing clarification, feedback	Encouragement, Relevancy, PW & GW, scaffolding, providing clarification, feedback	Clear instructions, Justify & explain, relevancy, encouragement, scaffolding, feedback	Relevancy, PW & GW, explanation, elicitation, encouragement, scaffolding, feedback	Relevancy, PW & GW, student more talking time, teacher enthusiasm, peer feedback, provide encouragement
Why useful	Makes Ss generative, remove shyness, makes lesson enjoyable & class interactive	Makes Ss work in advance, lesson easy & class interactive	Motivate Ss to work in advance, makes lesson easy, ensure Ss' development	Makes Ss more generative, motivate Ss to work in advance, makes lesson easy, ensure Ss' development	Makes lesson easy & fruitful, makes Ss more generative, ensure Ss' language development
Most Often MS	Humour & fun, relevancy, encouragement, justification, GW, clarification,	Encouragement, relevancy, GW, scaffolding, feedback	Providing instructions, relevancy, GW, encouragement, scaffolding, feedback	Relevancy, GW, explanation, elicitation, encouragement, scaffolding, feedback	Relevancy, Collaboration, enthusiasm, peer feedback, provide encouragement

	cooperation, feedback				
Why use most often	Makes lesson enjoyable, motivate Ss to work in advance, Makes Ss generative, remove shyness, class interactive & further develop Ss' language	Makes Ss work in advance, lesson easy & class interactive, ensure Ss' language development	Ss understand what to do, motivate Ss to work in advance, makes lesson easy, ensure Ss' skill development	Remove shyness & makes Ss more generative, motivate Ss to work in advance, makes lesson easy, ensure Ss' development	Makes lesson easy & fruitful, makes Ss more generative & class interactive, ensure Ss' language development
Help the Unmotivated	Justify & explain, cooperation, encouragement, relevancy	Encouragement, group work, building learners' confidence, scaffolding	Encouragement, scaffolding, reducing language anxiety	Encouragement, group of weak and strong students, scaffolding	Enthusiasm, inspiration, providing learner autonomy, cooperation
Overall Impressions	Felt positive about lesson; happy to see my Ss' performance; no negative feedback from students	Felt positive about lesson: high student participation	Felt positive overall but felt Ss were tired	Felt positive overall	Felt positive overall; time management was problem

Implemented motivational strategies	PW & GW, humor, justify new skills, showing enthusiasm, student more talking time, cooperation, feedback	PW & GW, asking for and providing clarification questions & answers, scaffolding, feedback	PW & GW, explain and provide instructions, Ss' self-awareness, enthusiasm, encouragement, scaffolding and feedback	PW & GW, material relevancy, peer feedback, weak students with strong Ss	Enthusiasm, clear instructions, PW & GW, student more talking time, cross checking and peer feedback
Spontaneous or planned MS	Spontaneous	Both (Spontaneous+ Pre-planned)	Pre-planned	Spontaneous	Planned in advance
Used new or usual MS	Usual	Usual	Usual	Usual	Usual
Success with MS	Yes	Yes. Ss' performance could have been better	Definitely. Ss did well collaboratively	Yes. Ss' production was better	Yes, Ss' performance was good
How to assess motivation/MS success	Gauge Ss' interest and change where necessary	Ss' participation in discussion and interaction	Success in lesson	Ss' consciousness and reproduction	Ss' active involvement in GW; Example: good presentation
Motivate the unmotivated	Change patterns in groups to make the	Make learning fun, cooperation, inspirations	Make learning fun, inspirations	Inspire Ss, make lesson more interesting	Give proper attention to the

	class more interactive				unmotivated in the groups
MS used most often	Showing encouragement and enthusiasm for Ss' learning	Clarification and student interaction	Explain, providing instructions and scaffolding	Group formations, and elicitation of vocabulary	Encouragement, group formations and student talking time
Why chose the MS	Encouragement helps Ss do more advance work	Clarification helps Ss' better understand and remove their confusion; interaction makes learners generative and develop their language skills	Explanation is a key to improve Ss' comprehension; instructions work as guidelines for them whereas scaffolding help them achieve their goals	Group formation makes classes interactive involving all the learners in the lesson	Encouragement works as motivation for Ss.; group formation makes the weaker and shy Ss talk; student talking time develop their language skills.
Student perception of MS	No negative feedback from SS	Entertaining as they are getting success	Enjoyed activities specially their interactive discussions	Ss are positive and participate actively in teaching and learning process	Ss are satisfied because they had fun while involve in learning
Evidence for student perception of MS	Ss' participation and performance; Ss work consistently in the	Student involvement	Ss were eager to work collaboratively	Ss' performance and contribution in group work; Ss showed keenness to	Ss were focused on topic; Ss' contribution and positive feedback

	class and give positive feedback			work in different groups & contributed eagerly	
Change Lesson	Change pairs & groups	Change groups	Change group formations	More organized board work	Less time on warm up, encourage homework

Note: PW = Pair work, GW = Group work, Ss = students

Similar to their pre-observational interviews, each of the five teachers discussed similar strategies in the post-observation interviews. They did not change their view of motivational teaching strategies in the class observations, but rather reinforced their personal beliefs about what they considered to be a motivational strategy.

The five teachers positively viewed their use of teaching strategies and their overall impressions about the lessons were optimistic. For item 4 and item 8 in table 4.6, the teachers responded positively about overall impressions of their lessons and said that they were happy about success in their teaching practices with the applied motivational teaching strategies. The five teachers perceived their students' reactions on either student work in class or student feedback after each class. They perceived their own teaching strategies motivational since their students were having fun, satisfied, positive, consistent in performance and interactive during group activities, which was mentioned in their post-observational interviews. None of the teachers experienced negative feedback after their classes.

Regarding changing any part of the observed lesson in future, all five teachers replied in the affirmative. The majority of the teachers (3 out of 5) commented that they would change the group formations to better accommodate the lesson or needs of the students since group tasks and activities were important components to English classes. A majority of Humayun's class time was spent in pair or larger groups where students interacted in with their peers. While the use of group, as a motivational strategy, was positive for Humayun, he considered changing the partners for next time: "I would probably change the group more often. [...] I could just change the groups because they sat in the same teams, so I would – I think it would be more beneficial if I changed the groups." Humayun considered changing partners a key factor for improving the students' performance. By changing and joining a new group, students would be able to interact with more people and weaker and stronger students could mingle more and learn from each other.

Similar to Humayun, Helal would have preferred more group movement from his students as well: "I would totally mix up these partners or these pairs right now [...] I think everything was fine really, it was a good lesson except that like as you saw a few students were a bit quiet, I would have liked to mix up the pairs."

Unlike Helal and Humayun, Ananya focused more on board work and student feedback. Similar to Ananya, Hemayet also focused on student feedback but also considered time management to be his main problem. He realized that better time management would enable him to cover more topics and provide students with ample time for a wrap up discussion about whether his lesson aims were achieved or not.

4.4 Findings based on Research Question 4 (How do students perceive their English teachers’ use of teaching strategies and which do they consider important?)

The aim of the research question 4 was to explore students’ perception of motivational teaching strategies and identify the strategies that were considered ‘important’ by the students from the 25 schools. so, it aimed to examine individual student experiences. This research question is addressed through analysis of the two separate data sets: quantitative data from the student questionnaire (N=90) and qualitative data from the student semi-structured interviews in FGD (N=25). Both the data sets provided with important information for the current study.

4.4.1 Findings based on (Quantitative Data) Students Questionnaire

Ninety students from the twenty-five Bangladeshi secondary schools were asked to rate ‘top ten’ motivational strategies rated by their English teachers from the teacher questionnaire using a Likert-scale from 1-5 based on how important they considered each strategy where scale 1 stood for ‘not important at all’; 2 for ‘not really important’, 3 for ‘somewhat important’, 4 stood for ‘quite important’; and scale 5 stood for ‘very important’. Table 4.9 reports the orientation of students’ ranking of ‘*Top Ten*’ motivational strategies from the teacher rated questionnaire.

Table 4. 7: Students’ Rank of ‘*Top Ten*’ Motivational Strategies in Descending Order

Strategy Item	Rank	Mean	Median	SD
Create a pleasant and supportive atmosphere in the classroom	1	4.50	4.50	0.50
Take the students’ learning very seriously	2	4.46	4.00	0.50
Help diminish language anxiety (fear, shame etc. for learning English) by removing or reducing anxiety-provoking elements in the learning environment	3	4.44	4.00	0.50
Increase students’ individual and class goals and helps attain them	3	4.44	4.00	0.50

Make learning more enjoyable by involving all students in tasks and roles	4	4.42	4.00	0.50
Increase student motivation by promoting cooperation among the learners	5	4.40	4.00	0.49
Present and administer tasks in a motivating way	6	4.38	4.00	0.49
Provide students with positive information feedback	7	4.36	4.00	0.48
Build learners' confidence by providing regular encouragement	8	4.34	4.00	0.48
Make the curriculum and the teaching materials relevant to the students	9	4.32	4.00	0.47

The mean scores of the 'top ten' ranked motivational teaching strategies suggest that the 90 students valued strategies connecting with the classroom teaching and learning - *'Create a pleasant and supportive atmosphere in the classroom'*, *'Take the students' learning very seriously'*, *'Help diminish language anxiety (fear, shame etc. for learning English) by removing or reducing anxiety-provoking elements in the learning environment'*, *'Increase students' individual and class goals and helps attain them'*, *'Make learning more enjoyable by involving all students in tasks and roles'*, *'Increase student motivation by promoting cooperation among the learners'*, *'Present and administer tasks in a motivating way'*, *'Provide students with positive information feedback'*, *'Build learners' confidence by providing regular encouragement'*, and *'Make the curriculum and the teaching materials relevant to the students'*.

4.4.2 Findings based on (Qualitative Data) Students' Semi-Structured Interviews in FGD

During the interviews, the students discussed teaching strategies implemented in the English classrooms by their English teachers and personal classroom experiences. The details the semi-structured interviews are discussed below.

Findings Based on Students' Semi-Structured Interview Question 1

Table 4.4 presents English language learners' common perceptions about their needs and preferences based on Interview Data from Question 1 in their FGD which asked **“Do you think learning English is important? Why or why not?”** The data was categorized into four main themes: Current realities, Self-Improvement, Future Goals and Integration into new culture.

Table 4. 8: Orientation of Motivation for Learning English among the Students: Question 1

Questions 1: Do you think learning English is important? Why or why not?	Themes
Yes. Global language	Current Realities
Yes. Digital age, communication and social media	
Yes. Speaking to natives	Self-Improvement
Yes. Wider access to knowledge	
Yes. Exams	
Yes. Higher education	Future Goals
Yes. Better Job opportunities	
Yes. Travelling to English speaking countries	Integration into New Culture
Yes. Getting into different countries and culture	

The data above highlights the differences in motivation for learning English among the learners (N=25). According to the responses to the first part of the question, all the learners answered in the positive. For the second part of the question, while almost all the interviewees indicated their motivation to be driven by ‘exam purposes’, some of them noted ‘better career’ as the main motivator for learning English. Again a majority of the learners showed their motivation for English as it is the global language. On the other hand, a few students opined in favor of ‘digital age, communication, and social media’ whereas the other accounted their motivation for ‘wider access to knowledge’. At least one student discussed the importance of English in case of ‘travelling to English speaking countries’ and ‘speaking to natives, ‘getting into different countries and cultures’. The analysis of the data from question 1 revealed that Bangladeshi secondary school English learners study English basically for Current Realities, Self-Improvement, Future Goals and Integration into New Culture.

Findings Based on Students' Semi-Structured Interview Question 2

Question 2 asked, **“What strategies does your English teacher usually apply to make you interested in classes?”** According to the responses of the learners to the question, the English teachers applied a variety of techniques in their classes: use of humor, fun activities, language games, interactive activities like pair work, group work and visual aids to make the class interesting. The interviewees mentioned that their English teachers implemented the strategies of stories with fun, funny conversation practice, acting, dialogue demonstration for making their class interesting as well as for involving most of the learners in the lesson. The interviewees further remarked that the English teachers used different motivational words, phrases and sentences like good, excellent, brilliant, well done, carry on, come on, excellent performance, bravo! Well done etc. adding that they enjoyed English classes most.

Findings Based on Students' Semi-Structured Interview Question 3

In reply to question 3, **“To what extent have these strategies enhanced your performance in your English class?”** in FGD, the learners said that teachers' use of such strategies is very important for their learning. They added these strategies improved their four language skills. They emphasized the role of teachers' use of these strategies especially in speaking and listening skills. One of the students named Sulagna (pseudo name) commented:

“The strategies our English teachers apply in our classes are very effective and interesting. These strategies enhanced our performance in English to a great extent. Previously we could not speak in English. But now we prepare and give presentation in English. We attend in funny conversation practice too. Most of us speak English in morning reflection at school with our teachers. So I like English class most. Same to listening skill. Now we can understand English movies or any TV programme more or less. This has been possible for our English teacher Humayun sir (pseudo name).”

Findings Based on Students' Semi-Structured Interview Question 4

In response to the 4th question, **“How is your relationship with your English teacher? How does, you think, it affect/trigger your performance in learning English?”** all the learners said that they maintained very good relationship with their English teachers. They emphasized that good relationship with teachers motivated them in learning English most of the time. They explained that good relationship always triggered their motivation to be regular and attentive in

the class. It also helped them achieve their goals in learning. Maintaining positive relationship with their teachers, they could share their problems with teachers and get possible solutions from him/her. On the other hand, negative relationship affects learners' learning. Therefore, they treated their respective teachers as role models for them. They further asserted that their teachers were friends, like parents to them. One of the students Shovon (pseudo name) mentioned:

“Although my teacher is my one of the friends, I respect him. He is friendly with us. When I need any kind of help in English, I make a phone call and he tries to help me giving solutions at any time.”

Findings Based on Students' Semi-Structured Interview Question 5

When the interviewees were asked, **“How much do you like your English teacher's teaching techniques/style? Why or why not?”** they replied both positively and negatively. Most of them answered that they liked their English teachers' teaching method very much. For them, the strategies, used by the teachers in English classes, had appeal to the language learners. They used a variety of methods and techniques. According to learners, their English teachers' use of methods and techniques made their English class dynamic and interesting as well as easily understandable. English teachers conducted their classes in English making them conscious about their responsibilities in the class. They taught them various learning strategies discouraging memorization. They were kind, funny and friendly with them and spoke to all making them speak in the class. The teachers were positive to their learning and good at explaining. They made them practice a lot in the class. For every task, they set time and techniques. The learners were allowed time for thinking before answering any question. The students added that their English teachers had fun with them. For the interviewees, their English teachers explained words with action (demonstration), encouraged students to ask questions and played interesting games in the English class if students felt tired. After all, the English teachers cared for students.

A few students answered that their English teachers was very fast. They should go a bit slower. They further added that more time should be given for speaking. One of the students commented:

“I like his teaching strategies very much because we have interaction with him and my peers. If we feel bored, she plays many interesting games.”

Table 4. 9: Findings Based on Students’ Semi-Structured Interview Question 6

Question 6: What kind of class do you expect from your English teacher? Please explain.		
Data from Ss’ Interview	Emerging Themes	
Mix of learning styles and activities	Dynamic Classroom	
Games that help improve reading and other skills		
Speak with teachers for language practice	Authentic Language Experience	
Speak with native speakers for language practice		
Speaking practice is key		
Use of English instructions	Learner-Centered Classroom	
Small size classroom		
Easy teaching method		
Relevant curriculum		
Interactive classroom		
Teacher encourages the students		
Teacher deals students with patience and care		
Teacher supports the students while students work in groups		
Students’ more talking time		
Motivational assessment		
Review previous lessons		Teacher-Centered Support
Teacher uses technology		
Teacher clearly explains		
Teacher corrects pronunciation		
Teacher provides positive information feedback		

Question 6 was “**What kind of class do you expect from your English teacher? Please explain**” and it was divided into four major emerged themes: ‘dynamic classroom’, ‘authentic language experience’, ‘learner-centered classroom’ and ‘teacher-centered support’. All the emerged themes included different types of activities and categories. The emerged theme of ‘authentic language experience’ and ‘curriculum relevancy’ were not only an important driving force of motivation for

the students but were also important for the five teachers. The five teachers touched on the importance of ‘maintaining relevancy’ in materials for the learners in order that they might have better preparation for real life experiences.

Findings Based on Students’ Semi-Structured Interview Question 7

In response to the question, **“How does your English teacher behave with you when you perform well or when you make mistakes one after another? Please give example.”** Majority of the learners said that their English teachers were always friendly with them. The interviewees were always welcomed and encouraged by them in learning English. They always explained importance of learning English to them. They never demotivated and misconducted with them even though the learners made mistakes. They encouraged them to make more mistakes providing them with gentle feedback. The following quote provide evidence:

“He behaves well giving thanks and big hand. He never misconducts with me if I make mistake frequently rather encourages to make more mistake but correct gently.”

Findings Based on Students’ Semi-Structured Interview Question 8

Question 8 asked, **“Do you like when teachers provide feedback and offer help? Why or why not?”** According to the responses to the first part of the question, all the interviewees replied in positive and stressed the importance of positive information feedback. The learners urged for both teacher and peer feedback. They explained how feedback presents an important teaching strategy in English classroom. The following quote provide an evidence for the importance of feedback and how it works as an important motivating force for the learners. Arunima (pseudo name) pointed out:

“I really like when teachers correct me [...] immediately. I think that this is a big help for me.”

Findings Based on Students' Semi-Structured Interview Question 9

When the learners were asked **“What type of contents and material do you want in your English class?”** almost everyone agreed that they need contents that are useful to their everyday life. They stressed upon the enjoyable contents and materials on all the four language skills that would involve them in interaction. According to them, contents should be from their own life and society. They emphasized that contents on speaking skill should be more than other skills. They also mentioned some areas: favorites, sports, Bangalee festivals, foods, historical interests, Biography of great people from Bangladesh. For most of the learners, contents and materials must be motivational and practice-based. One of the interviewees, Suvodra (pseudo name) said:

“We want practice-based contents where students can show their performance in the class.”

Findings Based on Students' Semi-Structured Interview Question 10

In reply to the question, **“What activities do you like most in the class? Why do you like some activities most and some least or not at all?”** learners responded that in the class they did various activities like pair work, group work, individual work, dialogue demonstration, picture describing. They also took part in funny conversation practice, doing presentation; asking and answering questions, playing language games, and free writing, the participants added. But of all the activities, they liked pair work, group work, dialogue demonstration, picture describing, funny conversation practice, presentation, language games most prioritizing on pair and group wise performance. They clarified that these activities involved them in the class lesson and made the class interactive. While doing these activities, they could learn from each other without feeling any pressure. For them, interaction was a must for practice language. The interviewees also explained that they do not like individual work and writing since these created a lot of pressure on them. So these are boring. One of the learners justified:

“Through interaction we learn, improve ourselves. When we have interaction and more participation, we like those activities. If there is lecture based class, we feel bored.”

The students responded positively in the interviews in FGD about their teachers' use of motivational teaching techniques in their English classes. Use of such strategies is very important for students' learning. These strategies improved their four language skills. They emphasized the role of teachers' use of these strategies especially in speaking and listening skills. The learners argued that they enjoyed their English classes most.

The learners were also positive about their English teachers' teaching methods and relationship with their English teachers. They stressed that good relationship with their English teachers motivated them in learning English. The strategies used by their English teachers were useful and help for improving their English skills and they were quite satisfied with them. The learners liked interactive activities and urged for it more and more. They had negative feelings about individual work and writing since these create a lot of pressure on them. The learners also expressed positive opinion on their English teachers' behavior. They emphasized on the importance of positive information feedback. Regarding contents and materials, the learners were positive and stressed upon their teachers' use of enjoyable real life contents and materials. According to them, this type of contents involved them in interactions in the class. They urged for much more contents on speaking skill than other skills.

4.5 Findings based on Research Question 5 (How do English teachers' perceptions of teaching strategies compare to students' perceptions?)

The final research question investigated teachers' and students' perceptions of motivational teaching strategies and was addressed using data from a Likert-type scale questionnaire and semi-structured interviews (see Chapter 3).

4.5.1 Comparison of Findings from the (Quantitative Data) Teacher and Student Questionnaires

Table 4.10 reports the '*top ten*' motivational teaching strategies considered 'very important, by fifty English teachers and ninety English Language Learners. An independent samples *t*-test was used to test whether there were statistically significant differences between the two groups.

Table 4. 10: Comparison of Rank Order of Teachers ‘*Top Ten*’ Motivational Teaching Strategies and those of Students

Strategy Item	Teachers				Students				Inferential Statistics			
	Rank	Mean	Median	SD	Rank	Mean	Median	SD	t-value	Degree of Freedom	Significance (p value) (Independent t- test)	Effect size (Cohen’s d)
Make the curriculum and the teaching materials relevant to the students	1	4.86	5.00	0.35	9	4.32	4.00	0.47	7.07	138	0.00	1.30
Create a pleasant and supportive atmosphere in the classroom	2	4.84	5.00	0.37	1	4.50	4.50	0.50	4.19	138	0.00	0.77
Help diminish language anxiety (fear, shame etc. for learning English) by removing or reducing anxiety-provoking elements in the learning environment	3	4.82	5.00	0.39	3	4.44	4.00	0.50	4.60	138	0.00	0.84
Increase students’ individual and class goals and helps attain them	4	4.80	5.00	0.40	3	4.44	4.00	0.50	4.31	138	0.00	0.78
Present and administer tasks in a motivating way	5	4.78	5.00	0.42	6	4.38	4.00	0.49	4.91	138	0.00	0.89

Provide students with positive information feedback	6	4.74	5.00	0.44	7	4.36	4.00	0.48	4.66	138	0.00	0.83
Build learners' confidence by providing regular encouragement	6	4.74	5.00	0.44	8	4.34	4.00	0.48	4.81	138	0.00	0.86
Make learning more enjoyable by involving all students in tasks and roles	7	4.70	5.00	0.46	4	4.42	4.00	0.50	3.25	138	0.00	0.58
Increase student motivation by promoting cooperation among the learners	8	4.68	5.00	0.47	5	4.40	4.00	0.49	3.27	138	0.00	0.58
Take the students' learning very seriously	8	4.68	5.00	0.47	2	4.46	4.00	0.50	2.59	138	0.01	0.46

The individual *t*-tests presented in table 4.10 were performed using the mean scores for each strategy item between teachers and students. The difference between the teacher and students' means for the ten items in the table was significant with all *p*-values, which were below 0.05. The *t*-values and degree of freedom were calculated for each of the 'top ten' items in the table. For 'Make the curriculum and the teaching materials relevant to the students', (*t* [138] = 7.07, *p* = 0.00, *d* = 1.30, large effect size). For 'Create a pleasant and supportive atmosphere in the classroom', (*t* [138] = 4.19, *p* = 0.00, *d* = 0.77, medium effect size). For 'Help diminish language anxiety (fear, shame etc. for learning English) by removing or reducing anxiety-provoking elements in the learning environment', (*t* [138] = 4.60, *p* = 0.00, *d* = 0.84, large effect size). For 'Increase students' individual and class goals and helps attain them', (*t* [138] = 4.31, *p* = 0.00, *d* = 0.78, medium effect size). For 'Present and administer tasks in a motivating way', (*t* [138] = 4.91, *p* = 0.00, *d* = 0.89, large effect size). For 'Provide students with positive information feedback', (*t* [138] = 4.66, *p* = 0.00, *d* = 0.83, large effect size). For 'Build learners' confidence by providing regular encouragement', (*t* [138] = 4.81, *p* = 0.00, *d* = 0.86, large effect size). For 'Make learning more enjoyable by involving all students in tasks and roles', (*t* [138] = 3.25, *p* = 0.00, *d* = 0.58, medium effect size). For 'Increase student motivation by promoting cooperation among the learners', (*t* [138] = 3.27, *p* = 0.00, *d* = 0.58, medium effect size). For 'Take the students' learning very seriously', (*t* [138] = 2.59, *p* = 0.00, *d* = 0.46, small effect size). The Cohen's *d* values ranged from small to large effect sizes, which suggest clear differences between the teacher and student participants. Cohen (1988) suggested that an effect size of 0.20 is small, 0.50 is medium and 0.80 is large.

4.5.2 Comparison of Findings from the (Qualitative Data) Student Semi-structured Interviews in FGD

To draw a comparison of the perceptions of students and teachers of the strategy use, students' semi-structured interviews in FGD data from questions 2, 3, 5, 6 and 10 were analyzed. During the interviews, the students discussed the teaching strategies implemented in the English classrooms by their English teachers and personal classroom experiences. Table 4.11 reports on the emerging themes from question 2, 3, 5, 6 and 10 from the student semi-structured interviews in FGD. The following table below notes each of their key answers.

Table 4. 11: Student Responses from Interview Questions 2, 3, 5, 6 & 10

Interview Questions	Key answers of the participating students in semi-structured interviews
Q 2: What strategies does your English teacher usually apply to make you interested in classes?	<ul style="list-style-type: none"> • Use of humor, fun activities, language games, pair work, group work
Q 3: To what extent have these strategies enhanced your performance in your English class?	<ul style="list-style-type: none"> • Use of such strategies improved language skills. At least 60% Ss can speak English now.
Q 5: How much do you like your English teacher's teaching techniques/style? Why or why not?	<ul style="list-style-type: none"> • Like English teachers' teaching method very much. English teacher's teaching techniques/style made English class dynamic and interesting as well as easily understandable.
Q 6: What kind of class do you expect from your English teacher?	<ul style="list-style-type: none"> • Teacher support oriented • Learner-centered • Dynamic Classroom • Authentic language experience
Q 10: What activities do you like most in the class? Why do you like some activities most and some least or not at all?	<ul style="list-style-type: none"> • Like pair work, group work, picture describing, funny conversation practice, doing presentation, playing language games - pair and group wise performance • Involve the Ss in the lesson • Learn from each other without feeling any pressure • Dislike individual work and writing since these create a lot of pressure on them. So these are boring.

The students responded positively in the interviews in FGD about their teachers' use of motivational teaching techniques in their English classes. The learners argued that they enjoyed their English classes most. For the students, use of such strategies is very important for their

learning. These strategies improved their four language skills. They emphasized the role of teachers' use of these strategies especially in speaking and listening skills.

The learners were also positive about their English teachers' teaching methods and relationship with their English teachers. They stressed that good relationship with their English teachers motivated them in learning English. The strategies used by their English teachers were helpful for improving their English language skills and they were quite satisfied with them. The learners liked interactive activities and urged for it more and more. The learners also expressed positive opinion on their English teachers' behavior. They emphasized on the importance of positive information feedback. Regarding contents and materials, the learners were positive and stressed upon their teachers' use of enjoyable real life contents and materials. According to them, this type of contents involved them in interactions in the class. They urged for much more contents on speaking skill than other skills. But they expressed negative feelings about individual work and writing since these create a lot of pressure on them.

Moreover, the students emphasized on dynamic, teacher support oriented English classroom. They also talked about authentic classroom and teachers' role in English classroom in their interview in FGD. The following sections deal with the key points of their discussion.

Dynamic English Classroom

Students discussed their personal vision for 'successful' teaching methods, which included the theme of '*Dynamic English Classroom*'. Six students commented on the need for the class to contain a mix of learning style and activities while two students reported on the importance of incorporate games that would help improve language skills.

Authentic Classroom

Six out of twenty-five students discussed the importance of experiencing authentic language situations in which students could speak with native English speakers and practice their language skills, discuss topics with peers with teacher support and practicing speaking as much as possible in the classroom.

Teacher Support

Speaking was a key factor for the majority of interviewees who felt it was an important tool for language learning and important for outside of the classroom. The final emergent theme, 'Teacher Centered support', focused on the role of the teacher as supporter and what the teacher could implement in order to provide students with the necessary support. For example, four students commented on the importance of providing feedback and two students focused on the teachers' need to explain activities clearly. Three other students individually commented on the importance for the teacher to review lessons, use technology in the classroom and correct pronunciation.

Classroom Learning

This section is linked to interview question 6, which enabled students to focus on strategies specifically and provide personal insights and examples. Classroom learning focused on the activities and skills teachers could use in the English classroom to promote more learning. For example, students focused on the use of competitive games, group work and team building exercises, skill emphasis (e.g. listening) and relevant real-world situations, the students' focus on team building and relevancy align with strategies previously discussed by the teachers in the pre-observational interviews and also suggests that the students preferred group strategies to individual work. As languages are a social experience, the students preferred activities that promoted relevancy and focused on certain skills such as listening or reading. The emergent theme of 'relevancy' has occurred several times throughout this dissertation and continues to be important for both teachers and students.

Teachers' Role in English Classroom

The students who participated in the interview focused on *teachers' role* in using humor, encouraging students and providing feedback in English classroom. 'Teachers' role in English classroom' was also prevalent in the five teachers' interviews who commented on the importance of implementing strategies such 'clarity', 'encouragement' and 'feedback' in both the pre and post-observational interviews. Therefore, the student and teacher interviewees aligned in perceptions of many of the teaching strategies discussed during the interviews.

4.5.3 Findings from Post-observation Teacher Interviews

To find out the perceptions of teachers about the motivational strategy use, data from post-observation teacher interview questions 1 and 2 were analyzed. Table 4.12 highlights five English teachers' responses for question 1 and 2 from the post-observation teacher interviews. Questions 1 and 2 were examined in order to compare teachers' responses to similar questions from the student interviews.

Table 4. 12: Teacher Responses from Post-observation Interview Questions 1 and 2

Teachers (Pseudo name)	Q 1: In general, which motivational strategies do you believe to be most useful in the English classroom? Why do you consider them useful/effective?	Q 2: Which motivational strategies do you use most often? Why?
Helal	Encouragement, give & make reasons clear, relevancy, PW & GW, providing clarification, feedback Makes Ss generative, remove shyness, makes lesson enjoyable & class interactive	Humor & fun, relevancy, encouragement, justification, GW, clarification, cooperation, feedback Makes lesson enjoyable, motivate Ss to work in advance, Makes Ss generative, remove shyness, class interactive & further develop Ss' language
Humayun	Encouragement, Relevancy, PW & GW, scaffolding, providing clarification, feedback Makes Ss work in advance, lesson easy & class interactive	Encouragement, relevancy, GW, scaffolding, feedback Makes Ss work in advance, lesson easy & class interactive, ensure Ss' language development
Shabita	Clear instructions, Justify & explain, relevancy, encouragement, scaffolding, feedback	Providing instructions, relevancy, encouragement, GW, scaffolding, feedback

	Motivate Ss to work in advance, makes lesson easy, ensure Ss' development	Ss understand what to do, motivate Ss to work in advance, makes lesson easy, ensure Ss' skill development
Ananya	Relevancy, PW & GW, explanation, elicitation, encouragement, scaffolding, feedback	Relevancy, GW, explanation, elicitation, encouragement, scaffolding, feedback
	Makes Ss more generative, motivate Ss to work in advance, makes lesson easy, ensure Ss' development	Remove shyness & makes Ss more generative, motivate Ss to work in advance, makes lesson easy, ensure Ss' development
Hemayet	Relevancy, PW & GW, student more talking time, teacher enthusiasm, peer feedback, provide encouragement	Relevancy, Collaboration, enthusiasm, peer feedback, provide encouragement
	Makes lesson easy & fruitful, makes Ss more generative, ensure Ss' language development	Makes lesson easy & fruitful, makes Ss more generative & class interactive, ensure Ss' language development

Note: PW = Pair work, GW = Group work, Ss = students

4.5.4 Comparison of Findings from the Teacher and Student Semi-structured Interviews

In the post-observation teacher interviews, the five teachers concentrated on similar teaching strategies: '*curriculum relevancy*', '*classroom humor*', '*clear explanations*', '*peer discussions*' and enabling students to produce English language through '*interactive activities and discussions*'. In general, no contradiction between the two groups was found rather the interviews of the two groups reinforced the importance of similar strategies. This data indicates a strong alignment of strategy perception among five teachers and their students. The data does not only suggest student satisfaction for their teachers' use of strategies but it does also suggest how the teachers and their students perceive strategies similarly.

Summary

Chapter 4 addressed both the teacher and student perspective in terms of the motivational strategies they apply and prefer in the classroom. Many of the motivational strategies overlapped among the five observed teachers, which highlights a strong similarity among their use of teaching strategies despite being from different educational backgrounds and schools. The final chapter, chapter five, discusses the research results in terms of limitations, methodology and connects the data with current English language motivation research. The study ends with a glimpse to possible future research and concluding remarks.

Chapter Five: Discussion and Conclusion

Introduction

Prior to conducting of the current study, the literature review suggested that there have been few empirical studies in L2/English language motivation research that examines the teachers' use of teaching strategies and beliefs about their own teaching practices in the classroom and in turn, how their students observe and perceive their own teachers' practices. There have also been few studies that have incorporated a mixed methods approach in this research area (Ushioda, 2013a, 2013b). The question of how to motivate language learners remains largely unanswered as many past researchers have only addressed which teaching strategies are most frequently used by teachers rather than the effects of the strategies over an extended period of time (Moskovsky et al., 2012). This study, therefore, has addressed much of the current research gap by applying a mixed methods approach (Creswell, 2013). It has employed a range of research instruments including questionnaires, semi-structured interviews and real-time classroom observations in order to explore motivation from both teachers' and students' perspectives.

This study has upheld its two main research aims: firstly, it aimed to comprehensively explore English language motivation by not only relying on traditional means of data collection such as self-reported questionnaires, but also emphasizing the importance of investigating both teachers and students with interviews and classroom observations. Secondly, it aimed to extensively obtain real-time observational classroom data by observing how English Language teachers' implemented teaching strategies they had previously claimed as important for English language teaching in a questionnaire and pre and post-observation interviews.

This chapter aims to consolidate the study by discussing its results in relation to associated theories, perspectives and previous studies. Then it discusses contributions of the study, theoretical and methodological implications one after another. Next, it discusses the implications of the study on pedagogy and future research area. This chapter also discusses the key limitations of the study, which have implications on the validity of the findings as well as on future research directions.

5.1 Discussion on Research Results

As presented in the previous chapter, there are five research questions, which explored teaching strategies based on teachers' and their students' perceptions. It should be noted that throughout this study, it has not been assumed that all teaching strategies were 'motivational', but rather this study was concerned with strategies teachers use in the English language classroom and which strategies they consider 'motivational'.

5.1.1 Discussion on the Research Question 1 (What are the key motivational teaching strategies that English teachers consider important?)

The aim of research question 1 is to determine teaching strategies that were ranked as 'very important' among a group of 50 English teachers from 25 secondary schools (Government, Non-government and Private) in Bangladesh. The purpose of the research question 1 was to determine which strategies the teacher participants considered important from Dörnyei's (2001a) strategy framework. Answers to this research question relied on the questionnaire data and the pre-observational teacher interviews.

Based on the questionnaire data, fifty teachers considered 'relevant curriculum', 'pleasant environment', 'diminishing language anxiety', 'increasing individual and class goals', 'presenting motivating tasks', 'providing positive information feedback', 'building learners' confidence', 'providing encouragement', 'making learning more enjoyable', 'promoting cooperation' and 'taking students' learning very seriously' to be the top ten motivational teaching strategies. The mean scores from the 'top ten' ranked teaching strategies suggest that the fifty teachers valued motivational teaching strategies connecting with curriculum and classroom atmosphere rather than how their English language learners interacted with one another, which indicates the teachers' preference for certain strategies. A number of researchers consider motivation as a necessary trait for fostering confidence and goal setting (Ebata, 2008) and other researchers believe that without ample motivation, students with even the highest of abilities cannot achieve long term goals (Babae, 2012). Findings from this study, align with this concept that in order to set and achieve goals, students need a certain level of motivation to achieve personal language goals (Guilloteaux, 2013; Guilloteaux and Dörnyei, 2008; Dörnyei and Kubanyiova, 2014). The environment in which learning occurs can greatly affect the motivation outcome for students (Denies, Yashima and Janssen, 2015). Gardner (1985a) examined student motivation in the Canadian L2 context and

found that the students' attitude toward the learning situation were a key determinant of the motivation complex. Teachers should also be aware that student anxiety created by an anxious classroom environment represents one of the most compelling factors that undermined L2 motivation (Oxford, 2015). In current study, the teachers considered the concept of 'setting and maintaining goals' important. However, this strategy has not been much emphasized by previous research. While the data does not suggest that all fifty teachers think alike for motivational strategy purposes, it does indicate that many teachers perceived the same teaching strategies similarly by ranking them as 'important' with a four or five. Findings from this study, are in line with Dörnyei's (2001a, 2014) motivational strategy framework. Findings from this study may lend support to the correlational findings of Guilloteaux and Dörnyei (2008) in the South Korean EFL context, which established the motivational practices of EFL teachers as having positively contributed to their learners' motivation.

In the pre-observational interviews, the most frequently discussed themes were 'providing students with relevancy', 'giving encouragement', 'showing enthusiasm', 'interaction', 'promoting cooperation' and 'giving feedback to students'. During the pre-observational interviews, the five teachers discussed teaching strategies and repeated the importance of certain strategies they had rated highly in the teacher questionnaire.

Discussion of the several highly rated strategies from the teacher questionnaire during the pre-observational interviews suggests that they considered the strategies as important for their own teaching, which was later reflected again in their pre – observational interviews. Therefore, many teaching strategies were found overlapping in the implications from triangulating questionnaire and interview data. This overlap strengthened the teachers' claims that their practices mirror what they do in the classroom, which is further discussed in research question 2.

The findings support Dörnyei's (2001b) argument that teacher behavior is one of the most powerful and motivational tool in the L2 language classroom (Borg, 2015). Guilloteaux and Dörnyei (2008) asserted that the teachers' behavior could greatly impact the motivation of the students. The pivotal role that teachers play in the L2 learning environment connects with the notion that both the teachers' behavior and the classroom environment are critical factors for L2 motivation production. Papi and Abdollahzadeh's (2012) study provided observation evidence on the relationship between teachers' use of motivation strategies and students' motivated behavior

in the English language context of Iran. The results indicate that the teachers' motivational practice was significantly related to the students' motivated behavior, which is consistent with findings from earlier studies and this study (Reeve et al., 2014). Student and teacher participants noted the importance of the teachers' behavior on student motivation several times during semi-structured interviews. The five English teachers were aware that their role in the classroom was vital for student engagement and learning. However, some teachers considered themselves more as a facilitator rather than a traditional teacher. Reeve et al., (2014) argue that students' classroom engagement depends, in part, on the supportive quality of the classroom climate in which they learn and an experience can be entirely negative or positive depending on the environment in which students learn. Chambers (1999) argues that teachers affect students' positive or negative attitudes toward an academic subject, and that teachers carry a huge burden of responsibility to motivate their students. What teachers do is, therefore, the key determinant for motivating language learners and participants from this study held similar viewpoints.

5.1.2 Discussion on the Research Question 2 (What motivational teaching strategies do English teachers claim to use and actually use in their classrooms?)

Research question 2 investigated whether the claims to implement specific teaching strategies of the five English teachers' aligned or misaligned with the strategies that they actually employed during an observed lesson. This section focused on the important issue concerning teachers' claims and practices (Farrell & Ives, 2014; Sadeghi & Zanjani, 2014), which has not been regularly investigated in previous studies where a majority of classroom research was conducted outside the classroom context (Cheng & Dörnyei, 2007). Dörnyei (2001a) argues that in order to do successful L2 research, the investigation must utilize participants in their natural setting (e.g. the classroom) in order to conduct worthwhile research (Guilloteaux and Dörnyei 2008).

The five English teachers, who participated in the interviews and whose classes were observed, viewed teaching strategies in similar ways and claimed several of the same strategies as being 'important' for English teaching and motivation as several emerged themes overlapped among them. Among the themes discussed during the pre-observational interviews, the most frequently discussed were 'providing students with relevancy', 'giving encouragement', 'showing enthusiasm', 'promoting cooperation' and 'giving feedback to students'. Consistent with earlier studies, this investigation found that the teachers considered strategies as important tools for

English language teaching (Gatbonton, 2008; Tsui, 2009) and were conscious about the use of specific motivational strategies that had positively worked in the classroom.

Similar to Farrell and Ives' (2014) research, this study found that teachers claimed and practiced similar teaching strategies. Furthermore, this study aligns with Tsui's (2009) research on expert teachers' continuous renewal of their teaching practices through experimentation.

Findings from this study were strengthened by previous studies on English teachers' use of motivational strategies (Chambers, 1999; Gatbonton, 2008; Tsui, 2009). The findings from the teacher interviews ($N=5$) mirror similar results to Gabontons' (2008) interpretation of teachers; novice teachers tended to focus on students' negative reactions (e.g., students were unsatisfied with the activities and felt frustrated). This dissatisfaction among students and the novice teachers' preoccupation with students' emotional responses might be due to their inadequacy as teachers (Yeh, 2009). The observational data from five lessons suggests that all the teachers from this study maintained certain 'flexibility' during observation of their lesson.

Based on the classroom observation checklist and field notes data, it was found that all the five teachers utilized a variety of group formation strategies and never remained stationary during a lesson. All teachers circulated and monitored their classes during collaborative (pair & group work) activities and implemented a variety of activities to maintain student interest and variety in the lesson. These results were similar to Yashima's (2002) study on the benefits of utilizing collaborative tasks to promote motivation, which in turn, enhances students' willingness to communicate in the English language (Denies et al., 2015). These results are further supported by the student interviews for this study in which several student interviewees commented on their preferences for communicative speaking activities over reading or writing.

The use of group work in classroom English language learning has long been supported by sound pedagogical arguments (Gibbons, 2002). Teachers applied other types of group strategies ranking from pair work, group work, whole classroom discussions, group presentations, individual work and one-on-one with the teacher. The teachers favored movement for group activities. Their preference for group work suggests that lower level students require more interaction than advanced English language learners. These findings aligned with Long and Porter (1985) argument that group work "enhances language practice opportunities and improves the quality of student talk [...] group work motivates learners" (p. 208). The last point repeats the importance of utilizing

group work as a teaching strategy, which all five English teachers employed during the classroom observation. In research on students' learning needs, Gibbons (2002) asserts that students need a range of strategies and skills to fully develop their second language and that language development occurs as a result of interactions with others and in social context where learning takes place.

The findings in this research question suggest that the strategies the teachers claimed in the pre-observational interviews aligned with the strategies that were actually used during the classroom observations. There was an overlap among the themes from the interviews and observations, which suggest that the five participant teachers not only claimed, but also used similar teaching strategies. The observed strategy alignment indicated that the five teachers considered teaching strategies as transferable from theory to practice by using a majority of the strategies that they considered important not only in the pre-observational interviews, but also in real English language classroom practice. Findings from this research question shed light on the gap in current English language literature. Researchers should focus on what occurs in the classroom (Dörnyei, Henry, & Muir, 2016; Hadfield & Dörnyei, 2013) rather than simply asking participants to discuss frequency of strategies out of the classroom context (Sugita and Takeuchi, 2010).

5.1.3 Discussion on the Research Question 3 (How do English teachers perceive their own teaching practice in terms of motivational strategy use?)

Research question 3 explained five English teachers' perceptions of their own teaching practices. After each class observation, the teachers were asked to reflect on the observed lesson.

It was found that all the five teachers emphasized the importance of curriculum relevancy and showing enthusiasm, providing clarification and encouragement, scaffolding and providing feedback. The overlapping emerged themes and variety of teaching strategies, discussed during the pre-observational interview, suggests that the five teachers positively perceived their use of teaching strategies.

Similar to their pre-observational interviews, each teacher discussed similar strategies in the post—observational interview, which suggests that the lesson observation did not change their view of teaching strategies, but rather reinforced their personal beliefs about what they considered to be a 'motivating strategy'. The variety of strategies reveals the teaching capacities of the five English teachers and their willingness to utilize a variety of strategies. Three out of five teachers

commented that they would change the group formations more often, swap partners or change parts of the group activity to better accommodate the lesson or needs of the students, which suggests that group tasks and activities were important components to these English classes (Gibbons, 2002). Like Ibarra, Lasagabaster, and Sierra (2007), the present findings indicate that teachers showed a clear preference for strategies that involved collaboration and group work among peers and activities that involved speaking over silent reading and writing tasks.

The post-observational interviews enabled the participating teachers to reflect on their use of teaching strategies, consider their students' perceptions and discuss potential improvements for future lessons. Overall, the five teachers openly discussed their strategy decisions and reacted positively. None of the teachers expressed negativity for their motivational strategies decisions, but rather focused on how the use of certain strategies reinforced the importance of the strategies and how it affected the lesson. The concept of teacher encouragement and building confidence as found in this research question represents an important strategy throughout English language research (Crookes, 2015; Oxford & Bolaños Sánchez, 2016).

5.1.4 Discussion on the Research Question 4 (How do students perceive their English teachers' use of teaching strategies and which do they consider important?)

Research question 4 considers the perspective of the student participants. To answer research question 4, data from two sources has been triangulated: student questionnaire data ($N=90$) and semi-structured student interview ($N=25$). It was found for the five strategy rankings, the students' mean scores were lower than the teachers, which suggests that the teachers considered the strategies as more 'important' than their students in general. The highest mean score for students was item 5 "*Create a pleasant and supportive atmosphere in the classroom*". This strategy aligns with findings from Dörnyei and Csizér's (1998) Hungarian study, which asked teachers and students to report on the importance of certain strategies. In the final top ten macro strategies, "*classroom environment*" ranked second overall. The atmosphere of the classroom plays a significant role in students' motivation and anxiety levels (Reeve et al., 2014). This finding provides support to this claim since students considered this motivational strategy as the most important out of the five possibilities.

Dissimilar to this study, Sugita and Takeuchi (2010) did not include an interview portion, which is considered an important qualitative component for a richer and more complete data collection in the English language context (Ushioda, 2013a).

In addition to the questionnaire, the student interviews were a critical segment. They provided deeper insight into students' individual perceptions of their teachers' use of teaching strategy use rather than simply asking participants to rank strategies or circle number on a scale such as in previous English language research. Section two of the student questionnaire overlapped for certain strategies, which suggest that students perceived their teachers' ranking in a similar way and positively perceived their teachers' methods (Sugita & Takeuchi, 2010).

In the current study, student teachers and students frequently overlapped with strategy preferences. In the interviews students seemed to perceive 'feedback', 'encouragement' and 'peer interaction' as important teaching strategies. Feedback continues to represent an important instigator for student motivation in the English language context and if used correctly, has the potential to enhance student learning (Giles, Gilbert & McNeil, 2014). Findings from the student interviews align with the teachers' perceptions of important strategies.

5.1.5 Discussion on the Research Question 5 (How do English teachers' perceptions of teaching strategies compare to students' perceptions?)

Research question 5 compared perceptions of teachers and students about motivational teaching strategy use and addressed the perceptions of both teachers and students in this study. Dissimilar to previous research (Csizér & Dörnyei, 2005), this question considers teachers' and students' perceptions through a mixed methods data collection consisting of both questionnaire and interviews on teaching strategy decisions and preferences.

Using inferential statistics, individual *t*-tests were performed for each item between teachers and students using the mean scores for each strategy. The difference between the teacher and students' mean scores for the 'top ten' items was significant with all *p* values below 0.05. The effect size for each item was calculated using Cohen's *d*. For item 15, '*Make the curriculum and the teaching materials relevant to the students*' the practical significance was high (large effect size) with a *d* value of 1.30. For item 5, '*Create a pleasant and supportive atmosphere in the classroom*', the practical significance was medium (medium effect size) where *d* = 0.77. For item 25, '*Help*

diminish language anxiety (fear, shame etc. for learning English) by removing or reducing anxiety-provoking elements in the learning environment', the practical significance was high (large effect size) where $d = 0.84$. For item 14, *'Increase students' individual and class goals and helps attain them'*, the practical significance was also medium (medium effect size) where $d = 0.78$. For item 20, *'Present and administer tasks in a motivating way'*, $d = 0.89$, which signified a large practical significance. For item 32, *'Provide students with positive information feedback'*, $d = 0.83$, which also signified a large practical significance. For item 24, *'Build learners' confidence by providing regular encouragement'*, the practical significance was high (large effect size) where $d = 0.86$. For item 19, *'Make learning more enjoyable by involving all students in tasks and roles'*, $d = 0.58$, which signified a medium practical significance. For item 28, *'Increase student motivation by promoting cooperation among the learners'*, $d = 0.58$ with a medium effect size and item 2, *'Take the students' learning very seriously'*, had a small practical significance where $d = 0.46$.

The interview data between both teachers and students suggests that the five teachers and their students ($N=25$) focused on similar strategies when asked about strategy preferences and teaching methods. Several themes overlapped between both groups during the interviews, which suggest a strong link in strategy perceptions among this group of teachers and students. Similar to the students from the interviews ($N = 25$), the five teachers concentrated on related teaching strategies - the strategies of 'providing students with relevancy', 'classroom humor', 'clear explanations', 'peer discussions' 'showing enthusiasm', 'giving encouragement', 'enabling students to produce English language through interaction', 'promoting cooperation' and 'giving feedback to students'.

The alignment of teacher and student strategy perception suggests that both groups considered the same strategies to be effective and important for English language success and learning. In general, the two groups did not contradict, but rather reinforced the importance of similar strategies. The data indicates a strong alignment of motivational strategy perception among five teachers and their students. However, this alignment for teaching strategies and learning environments has not always occurred in English language research (Könings, Seidel, Brand-Gruwel, & Van Merriënboer, 2014). The results from this study are strengthened by findings from previous English language research in terms of motivational strategy preferences and links between teachers and their students (Guilloteaux and Dörnyei 2008). According to several English language researchers, classroom environments play an important role in students' motivation, engagement,

and achievement at school (Borg, 2015; Patrick, Kaplan, & Ryan, 2011; Reeve et al., 2014) and future English language research should focus on the classroom as an essential ‘hub’ of knowledge in terms of teachers’ and students’ actions and perceptions (Dörnyei, 2001a). Motivational strategies, however, are culturally dependent, and there is no universal motivational strategy that can be applied to all English language classrooms across all cultures.

5.2 Contributions of the Study

Few previous study compared teachers and students in the same study with teaching strategies in the English classroom context. Such studies also employed a single instrument (e.g., questionnaires) to investigate the use of teachers’ motivational strategies in instruction (Bernaus & Gardner, 2008) rather than rely on multiple sources of data and triangulating questionnaires, interviews and classroom observations for a more in-depth perspective. The current study examines both sets of participants together in the same study allows one to compare them one very specific points and identify more clearly how they differ or how they are similar to each other. This study contributes to English language literature by presenting the strategy choices of both English teachers and students as well as highlighting the perceptions of their students. This study extends existing findings in the literature by exploring the claims and practices of English teachers. Findings from this study indicate that a teachers’ level of expertise does not always determine the strategies they implement.

This study highlights the importance of not only collecting data from teachers but also their students. Students are just as important to study as teachers in English language research and more research involving students’ needs to be conducted (Donitsa et al., 2004).

This study opens a new avenue for English language research by comparing teachers and students’ use of teaching strategies and in turn, focusing on how these teachers and their students perceive the same strategies in the English classroom. The students represent an important voice in English language research and can determine the direction of a lesson (Nassaji, 2016).

5.3 Theoretical Implications

This study extended the English language research field by examining the importance of teaching strategies in the English classroom of Bangladesh through the perspective of teachers and students.

By investigating teaching strategy use among the fifty teachers, this study was able to compare and contrast the perceptions and strategy decisions of the teachers.

It is important to distinguish that not all teaching strategies are considered motivating to teachers or their students. For the purposes of this study, Dörnyei's (2001a) motivational strategy framework and his comprehensive list of strategies used in the questionnaire of this dissertation were labeled as 'motivational strategies' since this is how they appear in the literature. This study would like to clarify that not all strategies implemented in the English classroom are perceived as motivating. In this study, the definition for 'teaching strategy' does not automatically assume that it is 'motivating' for either teacher or student.

English language theory should continue to examine similarities and differences among the teachers in order to better understand how they make motivational decisions and how they perceive their own teaching practices. Very few empirical studies have focused on both teachers and students within the classroom context, which is what this study has fulfilled and investigated.

Findings from this study can help English language researchers and English teachers better understand how teaching strategies are perceived by their students and which strategies were considered important among a group of English teachers (N = 50). The 'top ten' list represents the most importantly ranked motivational strategies among fifty teachers in Bangladesh. This list of 'top ten' motivational strategies could prove useful for other teachers who implement similar strategies in their classroom and further their knowledge of how strategies affect student motivation and interest.

This study extended knowledge of motivational strategies by comparing teachers and their students and observing different levels of English classrooms. The observation provided an inside perspective of how teachers implement motivational strategies they had previously claimed as important during the pre-observational interview. The unique opportunity to observe English classes proved essential for richer data and highlighted the motivational strategy similarities and dissimilarities between the teachers.

Findings from this study positively affect classroom practices by focusing on the teacher-student relationship in the English classes. This study has created more awareness that classroom research is important and teachers should remember that students might perceive their choice of

motivational strategies differently than originally intended by the teacher. This awareness could help teachers effectively plan future lessons and have positive affects for teaching practice and teacher training. If teachers are made aware of their students' perceptions during the novice teaching stages, this could positively impact their career as expert teachers. Teacher and student perceptions are an important factor in this study and ultimately highlight the importance of conducting research with teachers and students in the English classrooms.

5.4 Methodological implications

While many more studies still need to be conducted on motivational teaching strategies, this study has investigated motivational strategy research on English language in a new direction by combining motivational research in classroom (Ushioda, 2013a; 2013b) with more traditional techniques of surveys and questionnaires (Sugita et al., 2010). By allowing both teacher and student participants to provide personal insights and discuss motivational strategy preferences, English language research can begin to further understand how teaching strategies are perceived and implemented in the English language classroom context.

Few empirical studies have used the language classroom as the research milieu for investigating motivation, which seems contradictory in many ways since the classroom is where learning occurs and where teachers implement strategies they believe to be motivating for their students. Without this type of observational research, the English language community would have to rely solely on questionnaire and interview data, which fails to fundamentally depict events in individual classrooms where teachers interact and transfer knowledge to their students using a variety of tools and strategies.

This study can bridge the gap between theory and practice by implementing MMR and English language teaching strategies in order to investigate the claims and actual practices of English teachers and the perceptions of their students. This triangulation of mixed method data has allowed for richer data by collecting data in the in real time English classrooms and this has made the data more authentic rather than participants' impressions of past events.

This study has accessed English language classrooms and gathered data from multiple sources to better understand the complexity of motivation in the classroom environment. With regards to the research methodology, this study did not implement new data collection methods but it did

combine a sequence of mixed methods procedures that have rarely been implemented before in a single empirical English language investigation. The study applied both a quantitative and qualitative approach with a variety of methods that were triangulated and analyzed after data collection using teachers and students and a combination of teacher and student participants. Few other studies have examined teachers and students as separate groups to compare and contrast. Comparing the beliefs of teachers and students has been one of the focuses of this study. Teachers and teacher educators could see the research from this study to shed light on the teaching strategies implemented by teachers to explore their personal beliefs on motivation and teaching strategies in general. Both groups could learn from each other and provide fresh perspectives on how to motivate students (a question still explored by researchers today).

5.5 Pedagogical implications

Classroom research can positively affect teachers' interest in how their motivational strategies affect their students' level of motivation in the English classrooms. While most teachers feel removed from the English language teaching research and theories connected to English language teaching, more researchers are involving teachers in the research and more researchers are beginning to conduct research on their own students through '*action research*' techniques (Borg, 2010).

Findings from this study could help teachers better understand the use of teaching strategies and apply these strategies to their own teaching context. This study has also provided an awareness of different perceptions between students and teachers about motivational teaching strategies differing from one group to another. If teachers became more aware of this difference in perceptions of the strategies, they could make changes their strategies to future lessons to better accommodate the needs of their students. This awareness could improve teacher-student relationships and foster more motivation in their classrooms. If students felt recognized and acknowledged, this could positively support the teachers' efforts to motivate their students.

The current study will positively make aware the English teachers of their use of motivational strategies in their English classrooms affecting their students' level of motivation. On the one hand, it will bring the teachers and students in a platform in mutual understanding in the teaching and learning milieu. On the other hand, it will work as a guideline for the teachers in motivational teaching in future.

5.6 Limitation of the study

No study is perfect. Therefore, it is essential to mention and discuss the limitations of the study because they can provide information for future research.

First, this study did not implement new strategies into English language classrooms, but instead observed and explored the current occurrence in the secondary school English classroom, obtaining first-hand accounts from teachers and students about their individual ideas about strategies and compared results with Dörnyei's (2001a) existing motivational strategies framework in order to determine which strategies a group of English teachers considered most 'important' for their teaching. While Dörnyei's framework represented a comprehensive list of strategies, it only provided teachers and students a pre-set list of strategies to rate. This list, however, did not allow participants to independently create their own strategy list or comment on the existing list.

Second, the 35 strategies were analyzed using mean score values to compare the '*top ten*' scoring strategies between teachers and students. While this comparison worked in terms of calculating which strategies were rated higher, it did not provide the most reliable method of gathering data as participants may not have recorded their strategy ranking accurately or were biased toward certain strategies for personal reasons. What the ranking system did reveal was that several of Dörnyei's (2001a) motivational strategies were highly ranked by both teachers and participants, which suggests that several strategies from English language teaching theory were perceived as 'important' in an English language classroom context. The limitation of the '*top ten*' concept rested in the fact that students could only rank 10 of the 35 strategies. The ten strategies that students rated represented the highest ranked strategies in terms of importance by the teachers.

Third, the issue of bias should be addressed in the limitations of this study. Participants were asked to rank strategies before the classroom observation, which could have influenced the teachers' use of strategies during the observation. It may have been beneficial to observe before asking teachers and students to rank and discuss personal perceptions of motivational teaching strategies. The order of the data collection could have greatly impacted the outcome of the research and this should be reflected on for future research.

Fourth, this study was also limited by the time constraints. It would have been more useful if classroom observations had been conducted over longer periods of time in order to investigate

what strategies teachers implemented over a longer periods of time and if students' perceptions remained unchanged or shifted over time. With the current timeframe, each teacher (N=5) was observed once for 45 minutes.

Fifth, when dealing with human participants, it is imperative to remain sensitive to the needs of the participants and keep in mind that having a presence in the classroom could disrupt the flow of the lesson or alter participants' behavior. The researchers' presence might affect participant behavior (positively or negatively) and this should be taken into account when analyzing the data. Students might have acted more motivated during the observation to impress the researcher, which would fail to depict a typical classroom experience. Students might have felt uncomfortable discussing or writing about their experiences, especially since English was not their first language. Teachers might have felt awkward while discussing their pedagogical practices. The study only conducted one observation per teacher due to time constraints, which could not thoroughly provide a deeper picture for classroom research, but rather it revealed a snapshot of teachers' practices and students' perceptions. The semi-structured interviews (teachers and students) provided a deeper insight into how both groups perceived motivational teaching strategies in the English language classroom context.

Sixth, the issue of motivation and teaching strategies is relevant for this study. This study investigated the strategies that teachers believed to be successful. But it did not shed any light on whether they were actually successful. While all teachers would really want a full-proof list of motivational teaching strategies, not all strategies would work well for each classroom. Strategies depend highly on the age, gender and cultural background of students as the literature suggests. This study has taken into account that not all teaching strategies are considered motivating and actual motivation has not been measured in this study; instead, participants have made claims on how motivating they considered specific teaching strategies.

Seventh, similar to other studies, this study did not establish a causal relationship between motivational practices and students' motivation. At the same time, this study could not investigate the effects of motivational strategies over a period of time. This study was unable to establish whether teachers' motivational practices had any effect on achievement.

Eighth, this study used repeated *t*-tests to compare differences between teachers and students' strategy ratings. Students rated their teachers' 'top ten' motivational teaching strategies. Unfortunately, due to time constraints for students, they were unable to rate 35 strategies. A limitation of *t*-tests is that they only allow conclusions about means but not about individuals. Using repeated *t*-tests could influence the chance of finding differences. For a more conservative analysis, *t*-tests with Holm-Bonferroni corrections could be used to adjust for multiple comparisons.

Concluding Remarks

To make the learners interested in English classrooms in secondary level some factors need to be considered and motivation is one of them. Without proper motivation, teaching English is a far cry in any context. So, there is no alternative to motivational teaching strategy use in the classroom to make the secondary school learners come back to English classes mentally. Only the knowledge of proper motivational teaching strategy can enable the secondary level English teachers do this. In this case, the strong connection between English language and its theory cannot be denied.

This current study focused on the use of motivational strategies in English language classrooms in the secondary level in Bangladesh. The study perused several aims: first, it investigated the strategies teachers claimed to use and actually used in their classrooms; second, it investigated the key motivational teaching strategies that English teachers used in their classrooms; third, it investigated the perceptions of both teachers and students of these strategies; fourth, it compared teachers' views of their key motivational teaching strategies with those of the students; and finally, it applied a mixed methods design in order to triangulate quantitative and qualitative data.

For the study, data were collected from twenty-five Bangladeshi secondary schools (Government, non-government and private) where fifty English teachers attended in the survey, five English teachers took part in the classroom observations and pre and post-observation teachers interview. Again, fifty students participated in the survey and twenty-five students attended in FGD.

This study applied a MMR design. Analyzing the quantitative and qualitative data, collected from teachers and students, numerically and thematically it explored the research questions and had been able to find out the answers of the five research questions achieving the objectives. It is to be hoped that this study has shed light and provided insight into the nature of teaching strategies in

English language classrooms. More research adopting a range of methods in various classroom contexts is needed to help us shed more light on the complexity of motivational teaching strategy use, which influences the highly complex and dynamic construct of English language motivation.

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Appendices

Appendix – A: Survey Questionnaire for Teachers (English Version)

Disclaimer: The information provided here will be used only for research purpose, not for any other purpose and your identity will not be disclosed. So, feel free to respond to all the questions.

PART – I

Direction: Tick (✓) the appropriate option for you.

1. What is your gender?

- Female
- Male

2. What is your age?

- 25-29
- 30-34
- 35-39
- 40-44
- 45-Over

3. What educational qualification(s) do you have?

- BA
- BA. B. Ed.
- MA
- MA. B. Ed.
- MA. M. Ed.

If other, please specify _____

4. How many years of English Language Teaching Experience do you have?

_____ year(s)

5. Have you participated in any teacher development training course?

If other, please specify _____

PART – II

Direction: Please answer the questionnaire by rating how important you think each teaching strategy is for your teaching. This is not a test, so there are no “right” or “wrong” answers. We are interested in your personal opinion as a teacher.

In the following section, please answer the questions by simply ticking (√) a number (1-5). Please circle only one number for each item, and do not leave any blank. Please answer each question based on how important you find each motivational teaching strategy.

Rating Scale:

5 = very important 4 = quite important 3 = somewhat important 2 = not really important
1 = not important at all

Example:

To be punctual in English class	√5	4	3	2	1
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SL No.	(I) Creating Basic Motivational Conditions	Rating Scale				
1	Demonstrate and talk about own enthusiasm for the course material	5	4	3	2	1
2	Take students’ learning very seriously	5	4	3	2	1
3	Develop personal relationships with students	5	4	3	2	1
4	Develop a collaborative personal relationship with students’ parents and/or family	5	4	3	2	1
5	Create a pleasant and supportive atmosphere in the classroom	5	4	3	2	1
6	Promote the development of group cohesiveness	5	4	3	2	1
7	Create and apply class rules	5	4	3	2	1

8	Observe the class rules consistently	5	4	3	2	1
(II) Generating Initial Motivation						
9	Present peer role models for students	5	4	3	2	1
10	Raise learners' intrinsic (internal) interest in the language learning process	5	4	3	2	1
11	Promote 'integrative' (external) values by encouraging a positive and open-minded attitude towards the language and its speakers	5	4	3	2	1
12	Promote students' awareness of the instrumental values (e.g. accomplishing goals, jobs, money) associated with learning a foreign language	5	4	3	2	1
13	Increase students' expectations of success in particular tasks and in general	5	4	3	2	1
14	Increase students' individual and class goals and helps attain them	5	4	3	2	1
15	Make the curriculum and the teaching materials relevant to the students	5	4	3	2	1
16	Help create realistic learner beliefs and goals	5	4	3	2	1
(III) Maintaining and Protecting Motivation						
17	Make learning more stimulating and enjoyable by breaking the monotony of classroom activities	5	4	3	2	1
18	Make learning more enjoyable by increasing the attractiveness of the tasks	5	4	3	2	1
19	Make learning more enjoyable by involving all students in tasks and roles	5	4	3	2	1
20	Present and administer tasks in a motivating way	5	4	3	2	1
21	Use goal-setting methods in your classroom	5	4	3	2	1
22	Use methods with your students to formalize their goal commitment by creating 'learning contracts'	5	4	3	2	1
23	Provide learners with regular experiences of success	5	4	3	2	1
24	Build learners' confidence by providing regular encouragement	5	4	3	2	1

25	Help diminish language anxiety (fear, shame etc. for learning English) by removing or reducing anxiety-provoking elements in the learning environment	5	4	3	2	1
26	Build your learners' confidence in their learning abilities by teaching them various learning strategies	5	4	3	2	1
27	Allow learners to maintain a positive social image while engaged in learning tasks	5	4	3	2	1
28	Increase student motivation by promoting cooperation among the learners	5	4	3	2	1
29	Increase student motivation by promoting learner autonomy	5	4	3	2	1
30	Increase the students' self-motivating capacity	5	4	3	2	1
(IV) Encouraging Positive Self-evaluation						
31	Promote effort among learners	5	4	3	2	1
32	Provide students with positive information feedback	5	4	3	2	1
33	Increase learner satisfaction	5	4	3	2	1
34	Offer reward in a motivational manner	5	4	3	2	1
35	Use grades in a motivational manner, reducing as much as possible their demotivating impact	5	4	3	2	1

If you have any question regarding this survey, or would like information about the result, please feel free to contact:

Narottam Chandra Sil

narottam31@gmail.com

Mobile: 01716828503

Thank you for your time and participation!

Appendix - B: Survey Questionnaire for Teachers (Bangla Version)

শিক্ষকদের জন্য জরীপ প্রশ্নমালা

(বাংলা সংস্করণ)

নোটঃ এখানে উল্লেখিত তথ্যসমূহ শুধুমাত্র গবেষণার কাজে ব্যবহার করা হবে। আপনার পরিচয় প্রকাশ করা হবে না। সুতরাং কোনরকম দ্বিধা-দ্বন্দ্ব ছাড়াই সবগুলো প্রশ্নের উত্তর দিন।

প্রথম অংশ

নির্দেশনাঃ সঠিক উত্তরটিতে টিক (✓) চিহ্ন দিন।

১। আপনার লিঙ্গ কোনটি?

- নারী
- পুরুষ

২। আপনার বয়স কত?

- ২৫-২৯
- ৩০-৩৪
- ৩৫-৩৯
- ৪০-৪৪
- ৪৫-তদূর্ধ্ব

৩। আপনার শিক্ষাগত যোগ্যতা কি?

- বি এ
- বিএ, বি, এড
- এম এ
- এম এ, বি, এড
- এম এ, এম, এড

অন্য কিছু হলে, দয়া করে নিচের খালি জায়গায় লিখুন

৪। আপনি কত বছর ধরে ইংরেজী পড়াচ্ছেন?

_____ বছর

৫। আপনি কি কোন শিক্ষক প্রশিক্ষণ কোর্সে অংশগ্রহণ করেছেন? উত্তর হ্যাঁ হলে, দয়া করে নিচের খালি জায়গায় লিখুন।

দ্বিতীয় অংশ

নির্দেশনাঃ নিচের তালিকায় উল্লেখিত শিক্ষাদানের প্রতিটি কৌশলকে ইংরেজী শ্রেণীর জন্য আপনি কতটা গুরুত্বপূর্ণ মনে করেন। কৌশলগুলোর গুরুত্ব অনুসারে তালিকার ডান দিকে উল্লেখিত ১-৫ এর মধ্যে যে কোন একটিতে টিক চিহ্ন দিন। এটি কোন পরীক্ষা নয়, তাই কোন সঠিক বা ভুল উত্তর নেই। একজন ইংরেজীর শিক্ষক হিসেবে আমরা আপনার ব্যক্তিগত মতামত জানতে আগ্রহী।

রেটিং স্কেল:

৫ = খুবই গুরুত্বপূর্ণ, ৪= মোটামুটি গুরুত্বপূর্ণ, ৩= কিছুটা গুরুত্বপূর্ণ, ২= গুরুত্বপূর্ণ নয়,
১ = একেবারেই গুরুত্বপূর্ণ ই নয়

যেমনঃ

ইংরেজী শ্রেণীতে সময়ানুবর্তী হওয়া জরুরী	✓ ৫	৪	৩	২	১
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ক্রমিক নম্বর	(১) মৌলিক অনুপ্রেরণামূলক অবস্থা তৈরী করা	রেটিং স্কেল				
০১	কোর্স উপকরণের জন্য নিজের উৎসাহ প্রদর্শন এবং কথা বলা	৫	৪	৩	২	১
০২	ছাত্র-ছাত্রীদের শিক্ষার বিষয়টি খুব গুরুত্বের সাথে নেওয়া	৫	৪	৩	২	১
০৩	ছাত্র-ছাত্রীদের সাথে ব্যক্তিগত সম্পর্ক গড়ে তোলা	৫	৪	৩	২	১
০৪	ছাত্র-ছাত্রীদের মা-বাব এবং/অথবা পরিবারের সাথে সহযোগী সম্পর্ক গড়ে তোলা	৫	৪	৩	২	১
০৫	শ্রেণীকক্ষে একটি আনন্দদায়ক এবং শিক্ষার সহায়ক পরিবেশ তৈরী করা	৫	৪	৩	২	১
০৬	ছাত্র-ছাত্রীদের দলগত উন্নয়ন সমন্বয় করা	৫	৪	৩	২	১
০৭	শ্রেণীকক্ষের নিয়ম-কানুন তৈরী এবং প্রয়োগ করা	৫	৪	৩	২	১
০৮	শ্রেণীকক্ষের নিয়ম-কানুন ধারাবাহিকভাবে পালন করা	৫	৪	৩	২	১
(২) প্রাথমিক প্রেরণা তৈরী করা						
০৯	শ্রেণীকক্ষে ছাত্র-ছাত্রীদের জন্য 'পিয়ার রোল মডেল' উপস্থাপন করা	৫	৪	৩	২	১
১০	ভাষা শিখন পদ্ধতিতে শিক্ষার্থীদের স্বার্থগত (অভ্যন্তরীণ) আগ্রহের বিষয় উপস্থাপন করা	৫	৪	৩	২	১
১১	ভাষা শিক্ষার প্রতি শিক্ষার্থীদের/ছাত্র-ছাত্রীদের আগ্রহ বৃদ্ধি করা	৫	৪	৩	২	১
১২	ইংরেজী ভাষা এবং ইংরেজী ভাষা ব্যবহারকারী/এইভাষা জনগণের প্রতি ইতিবাচক দৃষ্টিভঙ্গি পোষণ করা এবং উন্মুক্ত মনোভাব পোষণে উৎসাহিত করে ছাত্র-ছাত্রীদের সমন্বিত মান উন্নীত করা।	৫	৪	৩	২	১
১৩	ইংরেজী/বিদেশী ভাষা শেখার উপকারিতা (যেমনঃ লক্ষ্য অর্জন, চাকরি, অর্থ) সম্পর্কে ছাত্র-ছাত্রীদের সচেতনতা উন্নীত করা	৫	৪	৩	২	১
১৪	ছাত্র-ছাত্রীদের বিশেষ কাজে এবং সাধারণভাবে সাফল্যের প্রত্যাশা বৃদ্ধি করা	৫	৪	৩	২	১
১৫	ছাত্র-ছাত্রীদের স্বাভাবিক/নিজস্ব এবং শ্রেণীর লক্ষ্য বৃদ্ধি ও তা অর্জনে সাহায্য করা	৫	৪	৩	২	১

১৬	শিক্ষার্থীদের বিশ্বাসকে প্রাসঙ্গিক এবং ছাত্র-ছাত্রীদের সাথে সম্পর্কিত পাঠ্যক্রম ও শিক্ষা উপকরণ তৈরী করা	৫	৪	৩	২	১
১৭	শিক্ষার্থীদের বিশ্বাস এবং লক্ষ্যকে বাস্তববাদী করে তৈরী করতে সাহায্য করা	৫	৪	৩	২	১
(৩) প্রেরণা ধারণ এবং রক্ষা করা						
১৮	শ্রেণীকক্ষে কাজের একঘেয়েমী দূর করে শিক্ষাকে আরও উদ্দীপনামূলক এবং উপভোগ্য করে তোলা	৫	৪	৩	২	১
১৯	কাজের আকর্ষণীয়তা বৃদ্ধি করে শিখনকে আরও উপভোগ্য করে তোলা	৫	৪	৩	২	১
২০	শ্রেণীর সকল কাজে এবং ভূমিকায় সকল ছাত্র-ছাত্রীদের/শিক্ষার্থীদের অন্তর্ভুক্ত করে শিখনকে আরও উপভোগ্য করে তোলা	৫	৪	৩	২	১
২১	প্রেরণাদায়ক পদ্ধতিতে শ্রেণীর কাজ উপস্থাপন এবং পরিচালনা করা	৫	৪	৩	২	১
২২	শ্রেণীকক্ষের লক্ষ্য নির্ধারণ পদ্ধতি ব্যবহার করা	৫	৪	৩	২	১
২৩	শেখার সংকল্প তৈরী করে/করিয়ে ছাত্র-ছাত্রীদের লক্ষ্য এবং প্রতিশ্রুতিকে আনুষ্ঠানিক রূপ দানের জন্য বিভিন্ন কার্যকর পদ্ধতি ব্যবহার করা	৫	৪	৩	২	১
২৪	শিক্ষার্থীদের নিয়মিত সাফল্যের অভিজ্ঞতা প্রদান করা	৫	৪	৩	২	১
২৫	নিয়মিত উৎসাহ প্রদানের মাধ্যমে শিক্ষার্থীদের আত্মবিশ্বাস গড়ে তোলা/তৈরী করা	৫	৪	৩	২	১
২৬	শেখার পরিবেশে উদ্বেগ উদ্দীপক উপাদানগুলো অপসারণ অথবা হ্রাস করে ভাষাগত উদ্বেগ (যেমনঃ ভাষা/ইংরেজী শেখার জন্য ভয়, লজ্জা ইত্যাদি) হ্রাস করতে সাহায্য করা।	৫	৪	৩	২	১
২৭	শিখন কাজে নিযুক্ত অবস্থায় ছাত্র-ছাত্রীদের ইতিবাচক সামাজিক ভাবমূর্তি বজায় রাখতে সাহায্য করা	৫	৪	৩	২	১
২৯	শিক্ষার্থীদের মধ্যে সহযোগিতা বৃদ্ধির মাধ্যমে তাদের অনুপ্রেরণা বৃদ্ধি করা	৫	৪	৩	২	১
৩০	শিক্ষার্থীদের স্বাভাবিক উন্নীত করার মাধ্যমে তাদের প্রেরণা বৃদ্ধি করা	৫	৪	৩	২	১
৩১	শিক্ষার্থীদের মধ্যে নিজ থেকে উৎসাহ বা প্রণোদনা জাগার সামর্থ্য বৃদ্ধি করা	৫	৪	৩	২	১
(৪) ইতিবাচক আত্মমূল্যায়নকে উৎসাহিত করা						
৩২	শিক্ষার্থীদের মধ্যে প্রচেষ্টায় প্রয়াসকে উন্নীত করা	৫	৪	৩	২	১
৩৩	ছাত্র-ছাত্রীদের ইতিবাচক ফিডব্যাক প্রদান করা	৫	৪	৩	২	১
৩৪	শিক্ষার্থীদের সন্তুষ্টি বৃদ্ধি করা	৫	৪	৩	২	১
৩৫	যতটা সম্ভব ইংরেজী শিক্ষায় অমনযোগী হয়ে পড়ার সম্ভাবনা কমিয়ে প্রেরণাদায়ক পদ্ধতিতে গ্রেড প্রদান করা	৫	৪	৩	২	১

যদি আপনি এই জরীপ অথবা গবেষণার ফলাফল সম্পর্কে জানতে চান তবে কোনরকম দ্বিধা-দ্বন্দ্ব ছাড়াই যোগাযোগ করুনঃ

নরোত্তম চন্দ্র শীল

narottam31@gmail.com

মোবাইলঃ ০১৭১৬-৮২৮৫০৩

জরীপে অংশগ্রহন করে আমাদেরকে সময় দেয়ার জন্য ধন্যবাদ!!!

Appendix – C: Pre and Post-Observation Teacher Interview Questions

A. Pre-observation Teacher Interview Questions

1. What teaching strategies do you use in the English classrooms?
2. Have these teaching strategies created any positive learning outcomes? Why or why not?
3. Do you plan teaching strategies in advance or spontaneously?
4. Which teaching strategies are the most valuable for promoting motivation among the learners?

B. Post-observation Teacher Interview Questions

1. In general, which motivational teaching strategies do you believe to be most useful in English classroom? Why do you consider them useful?
2. Which motivational teaching strategies do you use most often? Why?
3. How do you try to motivate the unmotivated students?
4. What are your overall impressions about the observed lesson?
5. What motivational teaching strategies did you implement in your lesson? Did you plan to use these strategies in advance or spontaneously?
6. Did you use any new strategy in the particular lesson? If so, how do they differ from the usual strategies?
7. How do you assess motivation? / How do you know whether your motivational teaching strategies were successful?
8. Did you try to motivate the unmotivated students? Did it work? Why or why not?
9. Which motivational teaching strategies did you use most often in this lesson? Why did you choose to these motivational teaching strategies?
10. How do you think your students perceived these motivational teaching strategies?
11. What evidence do you have for these perceptions?
12. Would you change anything about the lesson if you could do it again? If so, what would you change and why?

Appendix – D: Survey Questionnaire for Students (English Version)

Disclaimer: The information provided here will be used only for research purpose, not for any other purpose and your identity will not be disclosed. So, feel free to respond to all the questions.

PART – I

Direction: Tick (✓) the appropriate option for you.

1. What is your gender?
 - Girl
 - Boy
2. What is your age?
 - 13
 - 14
 - 15
 - 16
3. What is your current class?
 - 8
 - 9
 - 10

PART – II

Direction: Please answer the questionnaire by rating how important you think each teaching strategy is for your English classroom. This is not a test, so there are no “right” or “wrong” answers. We are interested in your personal opinion as an English Language learner.

In the following section, please answer the questions by simply ticking (✓) a number (1-5). Please circle only one number for each item, and do not leave any blank. Please answer each question based on how important you find each of the motivational teaching strategies in your English classroom.

Rating Scale:

5 = very important 4 = quite important 3 = somewhat important 2 = not really important
 1 = not important at all

Example:

I think it is important to be attentive in English class	√5	4	3	2	1
--	----	---	---	---	---

SL No.	Motivational Teaching Strategies	Rating Scale				
1	I think it is important to take students' learning very seriously	5	4	3	2	1
2	I think it is important to increase student motivation by promoting cooperation among the learners	5	4	3	2	1
3	I think it is important to make learning more enjoyable by involving all students in tasks and roles	5	4	3	2	1
4	I think it is important to build learners' confidence by providing regular encouragement	5	4	3	2	1
5	Provide students with positive information feedback	5	4	3	2	1
6	I think it is important to present and administer tasks in a motivating way	5	4	3	2	1
7	I think it is important to increase students' individual and class goals and helps attain them	5	4	3	2	1
8	I think it is important to help diminish language anxiety (fear, shame etc. for learning English) by removing or reducing anxiety-provoking elements in the learning environment	5	4	3	2	1
9	I think it is important to create a pleasant and supportive atmosphere in the classroom	5	4	3	2	1
10	I think it is important to make the curriculum and the teaching materials relevant to the students	5	4	3	2	1

If you have any question regarding this survey, or would like information about the result, please feel free to contact:

Narottam Chandra Sil

narottam31@gmail.com

Mobile: 01716828503

Thank you for your time and participation!

Appendix - E: Survey Questionnaire for Students (Bangla Version)

ছাত্র-ছাত্রীদের জন্য জরীপ প্রশ্নমালা

(বাংলা সংস্করণ)

নোটঃ এখানে উল্লেখিত তথ্যসমূহ শুধুমাত্র গবেষণার কাজে ব্যবহার করা হবে। তোমার পরিচয় প্রকাশ করা হবে না। সুতরাং কোনরকম দ্বিধা-দ্বন্দ্ব ছাড়াই সবগুলো প্রশ্নের উত্তর দাও।

প্রথম অংশ

নির্দেশনাঃ সঠিক উত্তরাটিতে টিক (✓) চিহ্ন দাও।

১। তোমার লিঙ্গ কোনটি?

- মেয়ে
- ছেলে

২। তোমার বয়স কত?

- ১৩
- ১৪
- ১৫
- ১৬

৩। তুমি কোন শ্রেণীতে পড়?

- ৮ম
- ৯ম
- ১০ম

দ্বিতীয় অংশ

নির্দেশনাঃ নিচের তালিকায় উল্লেখিত প্রতিটি প্রেরণাদায়ক শিখন কৌশলকে তুমি কতটা গুরুত্বপূর্ণ মনে কর। কৌশলগুলোর গুরুত্ব অনুসারে তালিকার ডান দিকে উল্লেখিত রেটিং স্কেল ১-৫ এর যে কোন একটিতে টিক চিহ্ন দাও। এটা কোন পরীক্ষা নয় এবং এর কোন সঠিক উত্তর নেই। একজন ইংরেজীর শিক্ষার্থী হিসেবে আমরা তোমার মতামত জানতে আগ্রহী।

রেটিং স্কেল:

৫ = খুবই গুরুত্বপূর্ণ, ৪ = মোটামুটি গুরুত্বপূর্ণ, ৩= কিছুটা গুরুত্বপূর্ণ, ২= গুরুত্বপূর্ণ নয়,

১ = একেবারেই গুরুত্বপূর্ণই নয়

যেমনঃ

ইংরেজী শ্রেণীতে মনোযোগী থাকা খুবই গুরুত্বপূর্ণ বলে আমি মনে করি	✓৫	৪	৩	২	১
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ক্রমিক নম্বর	প্রেরণাদায়ক শিখন কৌশল	রেটিং স্কেল				
		৫	৪	৩	২	১
০১	ছাত্র-ছাত্রীদের শিক্ষার বিষয়টি খুবই গুরুত্বের সাথে নেয়া গুরুত্বপূর্ণ/জরুরী বলে আমি মনে করি	৫	৪	৩	২	১
০২	শিক্ষার্থীদের মধ্যে সহযোগিতা বৃদ্ধির মাধ্যমে তাদের অনুপ্রেরণা বৃদ্ধিকে আমি গুরুত্বপূর্ণ বলে আমি মনে করি	৫	৪	৩	২	১
০৩	সকল ছাত্র-ছাত্রীদেরকে শ্রেণীর কাজে এবং ভূমিকায় অন্তর্ভুক্ত করে শিখনকে আরও উপভোগ্য করে তোলাকে গুরুত্বপূর্ণ বলে আমি মনে করি	৫	৪	৩	২	১
০৪	নিয়মিত উৎসাহ প্রদান মাধ্যমে শিক্ষার্থীদের মধ্যে আত্মবিশ্বাস তৈরি করাকে গুরুত্বপূর্ণ বলে আমি মনে করি	৫	৪	৩	২	১
০৫	ছাত্র-ছাত্রীদের ইতিবাচক ফিডব্যাক প্রদানকে গুরুত্বপূর্ণ বলে আমি মনে করি	৫	৪	৩	২	১
০৬	প্রেরণাদায়ক পদ্ধতিতে শ্রেণীর কাজ উপস্থাপন এবং পরিচালনা করাকে গুরুত্বপূর্ণ বলে আমি মনে করি	৫	৪	৩	২	১
০৭	ছাত্র-ছাত্রীদের স্বতন্ত্র এবং শ্রেণীর লক্ষ্য বৃদ্ধি ও তা অর্জনে সাহায্য করাকে গুরুত্বপূর্ণ বলে আমি মনে করি	৫	৪	৩	২	১
০৮	শিখন পরিবেশে উদ্বেগ উদ্দীপক উপাদানগুলো দূর বা হ্রাস করে ভাষাগত উদ্বেগ (যেমন: ইংরেজী শেখার জন্য ভয়, লজ্জা ইত্যাদি) হ্রাস করাকে গুরুত্বপূর্ণ বলে আমি মনে করি	৫	৪	৩	২	১
০৯	শ্রেণীকক্ষে একটি আনন্দদায়ক ও সহায়ক পরিবেশ তৈরি করাকে গুরুত্বপূর্ণ বলে আমি মনে করি	৫	৪	৩	২	১
১০	প্রাসঙ্গিক এবং ছাত্র-ছাত্রীদের সাথে সম্পর্কিত পাঠ্যক্রম এবং শিক্ষা উপকরণ তৈরি করাকে গুরুত্বপূর্ণ বলে আমি মনে করি	৫	৪	৩	২	১

এই জরীপ অথবা গবেষণার ফলাফল সম্পর্কে কোন প্রশ্ন থাকলে কোনরকম দ্বিধা-দ্বন্দ্ব ছাড়াই যোগাযোগ করঃ

নরোত্তম চন্দ্র শীল

narottam31@gmail.com

মোবাইলঃ ০১৭১৬-৮২৮৫০৩

জরীপে অংশগ্রহণ করে আমাদেরকে সময় দেয়ার জন্য ধন্যবাদ !

Appendix – F: Student Interview Questions for FGD

1. Do you think learning English is important? Why or why not?
2. What strategies does your English teacher usually apply to make you interested in classes?
3. To what extent have these strategies enhanced your performance in your English class?
4. How is your relationship with your English teacher? How does, you think, it affect/trigger your performance in learning English?
5. How much do you like your English teacher's teaching techniques/style? Why/ why not?
6. What kind of class do you expect from your English teacher? Please explain.
7. How does your English teacher behave with you when you perform well or when you make mistakes one after another? Please give example.
8. Do you like when teachers provide feedback and offer help? Why or why not?
9. What type of contents and material do you want in your English class?
10. What activities do you like most in the class? Why do you like some activities most and some least or not at all?

Appendix – G: Classroom Observation Checklist

Observation no.			
School			
Class			
No. of students present		M:	F:
Date: ____ . ____ . ____	Time: Class started: ____ Ended: ____		
Observer			
Name of the teacher and background			
Topic			
Lesson			
Educational resources used	Do you find any evidence of ICT use in classroom? Yes/no:		

(Summarize your findings under each heading)

CHECK LIST

LESSON PLAN AND EXECUTION					
	Completely	Mostly	Somewhat	Little bit	Not at all
The language of instruction was appropriate for the learners.					
Teacher (T) followed the lesson plan					
Teacher's (T) presentation of material was meaningful, motivated, contextualized					

The teacher used a variety of activities like group work, pair work, questioning, etc.					
There were smooth transitions between activities					
The amount of teacher talk and student talk was appropriate					
Comments: (Specific comments please) :					

LANGUAGE USE					
	Completely	Mostly	Somewhat	Little bit	Not at all
The teacher used the target-language in the classroom appropriately and effectively					
Use of English was appropriate to student needs					
Comments: (Specific comments please):					
TREATMENT OF ERRORS AND FEEDBACK					
	Completely	Mostly	Somewhat	Little bit	Not at all
The T provided appropriate positive feedback on activities and assignment					
The T corrected the errors committed by learners					
Comments: (Specific comments please):					

CLASSROOM MANAGEMENT					
	Completely	Mostly	Somewhat	Little bit	Not at all
The class atmosphere was warm, open and accepting					
Students seemed to be clear about what they should be doing					
Student participation was active and lively					
Sufficient time was given to complete the tasks/topics					
Comments: (Specific comments please)					

TEACHING METHODS/TECHNIQUES					
	Completely	Mostly	Somewhat	Little bit	Not at all
There was use of teaching techniques according to the objective of the lesson.					
Teaching method was relevant with materials.					
Comments: (Specific comments please)					
TEACHER-DESIGNED/SUPPLEMENTARY MATERIALS					
	Completely	Mostly	Somewhat	Little bit	Not at all

Materials were appropriate according to the age level					
Materials were appropriate and relevant according to the content of the lesson					
Materials were used effectively and efficiently					
Materials used were interesting					
LEARNING ENVIRONMENT AT SCHOOL					
The classroom facility was adequate and furnished with necessary equipment	Completely	Mostly	Somewhat	Little bit	Not at all
The seating arrangement is suitable for activities					
The classroom was spacious (allows enough movement for both T and Ss) to organize the lesson effectively					
Comments: (Specific comments please)					

Summarizing Comments: (Key findings):
Overall Comments:

Appendix – H: Field Notes on Five Class Observations

Observation Notes: One

School: X High School

Sub: English for Today

Class: Eight

Unit: Six

Lesson: Four

Lesson Title: Bangladeshi Cuisine

Duration: 45 Minutes

Present Students: 35

Teacher's Name: Helal

Date: 09/07/2017

Helal's Teaching Strategy

During the pre-observational interview, Helal discussed the importance of encouraging his students and justifying his teaching decisions. Positive reinforcement through encouragement and enthusiasm were key strategies to maintain student interest and engagement. Since Helal utilized the strategy 'providing encouragement' mostly during his lesson, the perception of 'providing encouragement' as a positive reinforcement strategy echoed in his classroom. The strategy of encouragement aligned in the interview and classroom observation which suggests that not only did Helal considered encouraging student to be generally important in English Language teaching, but he also applied this strategy in his own classroom.

Helal relied on pair and group discussion but he preferred group work to pair work as he spent most of the time by engaging the students in group work. This could be justified by the desire for all students to be involved in the activities. His application of whole class discussion was for not only teacher talking time but also it also created scope for all students to listen to the teacher and take part in the class discussion. In his class, he emphasized on students' interaction asking questions or worked on tasks individually.

During the classroom observation, Helal also utilized the strategy of ‘provide clarification’. His use of this strategy indicated that his students required more teacher clarification since the material was a bit challenging in terms of level and expectations. In his class duration, he used this strategy at least twice which suggests that this strategy was considered important enough to use several times as he was quite concerned with how students would perceive his teaching actions and this resonated in his interview.

Observation Notes: Two

School: X High School

Sub: English for Today

Class: Nine

Lesson: Writing Paragraph in Participatory Method

Duration: 45 Minutes

Present Students: 32

Teachers' Name: Humayun

Date: 09/07/2017

Humayun's Teaching Strategy

Humayun had a clear preference for one strategy – ‘ask clarification questions’ dealing with a section of students with low level of abilities. In his class, he was serious with students’ understanding and clarification of their confusion. He applied a variety of formation during his class like pair and group work. He stressed upon the importance for students to practice English in interactive groups where peer could reproduce something new collaboratively. It was clear from his preference for certain interactive strategies as he applied pair and group activities most of the time during his class time as compared to other formations – individual work and whole class activity.

Humayun focused on how his students interacted and how specific group formations could scaffold their abilities to work together, interact and practice English. During his pre-observation interview, he stressed his preference on emphasizing speaking opportunities and promoting group work that focus on interaction.

Observation Notes: Three

Institution: X High School

Sub: English for Today

Class: Ten

Unit: Seven

Lesson: Our Folk songs

Duration: 50 Minutes

Present Students: 30

Teacher's Name: Shabita

Date: 10/07/2017

Shabita's Teaching Strategy

Shabita's class was comprised of weaker students. She used the strategy scaffolding more and more with clear instructions. She was very conscious of the needs of her students that was reflected in her applications of classroom strategies. In her class, the strategies of 'explain' and 'provide instructions' were applied the most. Her application of these teaching strategies partially aligned with her pre-observational interview discussion. During the pre-observational interview, she spent more time emphasizing the importance of curriculum relevancy, self-awareness and encouraging her students to be engaged in the activities and the lesson. She also remarked on her students' low level of language which aligned with her use of scaffolding in the classroom providing clear instructions to improve their comprehension during the lesson. The teaching strategy of 'relevancy' did not frequently occur as a notable strategy for the five observations. It does not mean it has no importance, but rather it highlights the importance of other strategies implemented during classroom teaching time.

Observation Notes: Four

Institution: X High School

Sub: English for Today

Class: Eight

Unit: Six

Lesson: Three

Lesson Title: Our Ethnic Friends (1)

Duration: 45 Minutes

Present Students: 29

Teacher's Name: Ananya

Date: 10/07/2017

Ananya's Teaching Strategy

Like Shabita, Ananya also exhibited a preference for group work formations using group and whole class activities several times. Ananya explained the importance of peer to engage. She implemented the strategies explain and elicitation of vocabulary which did not align with the idea that the students were capable of working in teams but they relied on the teacher explanations and vocabulary during group work. During the pre-observation interview, she highlighted curriculum relevancy, peer feedback and discussed the strategy of making pair mixing weaker and stronger students together during group activities. The strategies that Shabita, and Ananya implemented in their classes somewhat aligned with the needs of their language students. Instead of focusing on strategies such as 'encouragement' or 'explain', they concentrated on more supportive strategies.

Observation Notes: Five

Institution: X High School

Sub: English for Today

Class: Eight

Unit: Six

Lesson: Two

Lesson Title: Nakshi Katha

Duration: 45 Minutes

Present Students: 39

Teacher's Name: Hemayet

Date: 10/07/2017

Hemayet's Teaching Strategy

Hemayet was the most experienced teacher involved in the classroom observations and pre and post-observational interviews. Similar to the previous four teachers, Hemayet applied the group work strategy during the observations, which suggests that all five teachers considered this strategy important in their classroom teaching. During the observation, he also utilized a variety of group formations and even asked students to prepare group presentations. During the pre-observational interview, he stressed the importance of peer feedback, student talking time, and teacher enthusiasm. He considered group interaction as essential as well as how his students perceived him as a teacher. Helal and Hemayet showed their encouragement for students the most out of all five teachers. It was notable that while Hemayet discussed the importance of showing enthusiasm in his pre-observational interview, he implemented the strategy provide encouragement several times during the observations. Hemayet implemented a variety of strategies during the observation of his class. He taught the JSC candidates and continued to encourage his students multiple times. The encouragement strategy remained a prevalent strategy throughout the observations of the five classes since the students seemed to require more encouragement for learning English.