MOTIVATIONAL STRATEGIES IN TEACHING EFL BY INTERN STUDENTS

Introduction

Today's language learning and teaching activities may change and develop following the current situations that need some teaching strategies for the teachers in teaching their students in the class. Some strategies are believed to be able to increase the students' motivations and improve their achieve–ments in learning the language. Referring to the current situations, teaching and learning activities are mostly focused on developing creativity and problem solving ability. Hargreaves (2003) states that educators must prepare students for a knowledge society where instructions tend to focus on creativity and problem solving.

In teaching in the class referring to the current situations focusing on developing creativity and problem solving skill, teachers need to have some various ways to build the atmospheres in which the teaching and learning activities focusing on creativity and problem solving skills can be reached. Tomlinson (2001) declares that teachers must plan a variety of ways to encourage learning for the students in the class, and it is a challenge to do so. Hence, the biggest chal–lenge for the teachers in teaching students in the class is to create some various ways or strategies to make their teaching achievements and goals.

Teaching achievements are very important for the teachers when teaching in the class. It is assumed that teaching with no achievements or targets to be reached seems to be useless. Teaching achievements may contribute to measure the students' motivations in learning. Sometimes students will lack of motivations in learning when the teaching achieve–ments proposed by a teacher is not clearly planned and suc–cessfully reached. Hence, it can be said that teaching objectives and students' motivation are closely related.

In fact, many teachers still find it difficult to find or create some strategies to help their students in learning the language successfully. There are many factors which cause the teacher's

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difficulties in finding or creating the teaching strategies. One of the most in–fluenced factors which bring some diffi–culties for the teacher in creating the teaching strategies is students' learning motivation in the class. Many students are underachieving, disengaged, and unmoti–vated. Therefore, Kohn (1999) asserts that the educators must explore instructional tools that will engage a student to learn.

The student's lacking learning motiva–tion is supposed to be the biggest factor for the student's failure in learning. When the student's lack of their learning motivation, they tend to be lazy, get bored with the lesson and ignore to the learning activities given by their teachers in the class. Hence, creating some motivational strategies in teaching are necessary. The motivational strategies are assumed to be able to increase the students' learning motivation in the class.

Motivational strategies concerns with the motivation from the teachers in teaching in the class and from the students in learning in the class. Generally speaking, motivation is defined using a variety of terms. Stipek (2002) states that theories of motivation explain, predict and influence human behaviours. Pintrich and Schunk (1996) agree that motivation levels clarify why an individual participates in certain tasks. Motivation has also been defined as a conditional response to stimuli brought by a reinforcement and reward (Alderman, 2004). In addition, contemporary views on motivation include individual's thoughts and beliefs towards an activity. Covington (1992) explains motivation as the reasons why a person chooses to work on certain tasks and some tasks not at all or to pursue a task with diligent effort until completed.

In relation to the statements above, teachers have great responsibility in impro–ving and increasing the student's learning

motivations. Teachers are expected to con–tribute to the students motivations through some motivational strategies in teaching their students in the class. It means that the teachers need to prepare themselves in how the motivational strategies can be applied in the class. That's why, there must be some preparation done by the teachers in applying the motivational strategies in their teaching. And the preparations made by the teachers can be done through joining the internship program especially those who do not have any experiences in teaching in the class such as the student's teachers.

Student's interns are the students who join the internship program for preparing themselves when being sent to teach the students in the class to substitute the cooperative teachers. Acting as a teacher, it is important for the student's interns to be able to teach the students professionally. Hence, the student's interns need to be given the preparation through teacher training, practical training for teacher or internship programs. Conventionally, prac–tical training of teachers has been imparted through practice teaching where prospec–tive/trainee teachers work as and with regular teachers in the school. Practice teaching is school-based training of short duration; likely to train the teachers mostly in classroom situations, but teaching profession is not limited only to the class–rooms. Classroom activities add to the professional development of teachers but they need more skills, competencies, values and attitudes to meet the needs of educa–tion in 21st century.

Regarding the practical training of teachers, teacher education through intern–ship program may seem to be crucial for holding that practical training for teachers. Van-Driel, Beijaard, & Verloop (2001) affirm that practical training makes initial teachers learn professionalism and professional

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ethics along with mastery of teaching me–thods and techniques. It equips them with knowledge of and about teaching profess–sion, school environment, school records, maintenance of discipline, relationship and communication with colleagues, head tea–cher, students, parents and community, and time management, and skills.

Therefore, it seems appropriate to in–clude all professional activities in school-based training by extending its duration up to a full term and/or semester. The pros–pective teachers would work in schools as full time regular teachers with a paradigm shift from practice teaching to internship as it is observed in developed countries. In developed countries, interns work for an extended period, with full responsibility as teachers in school situation. Teachers must also be responsible with their learners. Learners have novice minds which need to be transformed skillfully into *mature and rationale thinkers. Therefore, a teacher would have to necessarily be equipped with* such skills and competencies so as to make their lear–ners independent, logical & reflective thin–kers and pro-active in their life.

One reason is that the existence of foreign lecturer who is commanded to train the student's interns in teaching English. Hence, it is expected that the foreign lec–turer who trains the student's interns before being sent to some schools for doing the internship program may give great contri–butions. This foreign lecturer is highly qualified trainer who can train the students in teaching EFL.

Another reason is that the motivational strategies are supposed to be the main ma–terials that must be given to the student's teachers to assist them in doing the intern–ship program. The motivational strategies are supposed to be an important learning material in the internship program so that the student's teachers will be ready to face

the challenges concerning with the stu–dents' learning motivation. Hence, by gi–ving the materials on the motivational stra–tegies for the student's teachers through the internship program, it is expected that the intern students, when practicing the intern–ship program or teaching EFL in the class to substitute the cooperative teacher, will be ready to help the students increase and im–prove their learning motivations in class.

Referring to the information above, there are many questions concerning about the implementation of the motivational strategies. To what extent do the student's teachers implement the motivational strate–gies in their EFL teaching? In implementing the motivational strategies, there exist some learning atmospheres that need to be paid attention. Hence, the next question that may arise is what learning atmosphere happen in the class in which the motiva–tional strategies need to be applied.

Problem

Based on the rationale explored in the introduction, it is necessary to discuss deeply on tracing the implementation of the motivational strategies in teaching EFL by the student's teachers in the class. In parti–cular, this article tends to idiscuss the following problem; To what extent can the motivational strategies help students in–crease and improve their learning motiva–tions?, What learning atmospheres in the class should be happened which the moti–vational strategies need to be applied for teaching EFL?, In what way teaching objectives or achievements can be reached by the student's teachers through their motivational strategies in teaching EFL?

Interns Students

Student's interns are the students who join the internship program for preparing themselves when being sent to teach the

students in the class to substitute the cooperative teachers. Acting as a teacher, it is important for the student's interns to be able to teach the students professionally. Teachers as a profession require a various complex range of competencies. Some competencies can be studied as a subject, but some competencies must be done through habituation. On the other hand, teachers as a profession have a unique characteristic. Especially as an educator, teachers are required not only to master the science and can be taught, but also to have special ability as a role model for their students' behavior and daily life. This is because teachers have a job is both to transfer knowledge and skills to their students and to instill respectable values, morals, traditions, as well as, to develop a culture of community. Based on the various tasks that many people who expect more for teachers to improve conditions in society, the teachers cope with complicated drawback in their profession. Consequently, as educators and moral role model in societal expectations, they will, then, add more complex burden for Workforce Education Institutions (LPTK) or education faculty to develop teachers' competence in their multi tasks. Relating to the condition, the internship program will be an important program to solve the problems.

Quality may be defined as the appropriateness of the goal (fit to the purposess). If the quality dimensions in the internship program can be patterned and then may become the target of the internship program, the effectiveness will be patterned. So that, the accuracy of the internship program to produce highly qualified teachers will be possibly reached.

Qualified Teachers Personalities

Teachers are the most important professsion in all aspects of education. In re-

gard to the school system, teachers are professionals who work on more than three-quarters of school activities. The activities are necessary in educational system as the progress of the school is strongly influenced by the quality of teachers. Stated in the Law No. 14 Year 2005 on Teachers and Lecturers, it defines teachers as professional educators with the primary task of educating, teaching, supervising, guiding, directing, training, assessing, and evaluating students on early childhood education, formal education, and primary education to high level education.

In the definition of education, general education is named as a human effort to prepare the children as individuals who achieve advanced level of growth and development. In certain communities, and specific orientation (ie social orientation), the child is expected soon after the adults can play an active and responsible activities as members of society. Another expectation is the child inherits the cultural values of the nation, behaves reflects to those values. Furthermore, in a society that continues to grow children behavior are expected to contribute to the future development of the business with the noble values of the national culture. In more modern society, their character is changed and develops to more advanced societies. This orientation is notably a part of cultural orientation, emphasizing goals, humanizing, civilizing, empowering, and liberating (Munandir, 2009: p. 8-9).

Seeing these definitions, the teacher's task is enormous. With the primary task of educating alone, then almost the entire life of the teacher should be dedicated to the work. Therefore, the teaching profession should be done by people with strong intension and great talents that are leading to demands of the teaching profession. In addition, the required competencies as a

part of professional characteristics must be mastered through some specific mentoring and professional developments. Further–more, Muhlis pointed out that there are also some characteristics of effective teachers (2008:18) as follows:

a. Good teachers are teachers who are professionally wary. He kept trying to make the school a place that is best for young children.

b. They are convinced of the value or be–nefits of his work. They keep trying to improve and enhance the quality of their work.

c. They are not quickly offended by the restrictions in relation to personal free–dom expressed by some people to describe their teaching profession. They are psychologically more mature so that the stimuli can be assessed against him.

d. They have the art of human relations obtained from observations of the workings of psychology, biology and cultural anthropology in the classroom.

e. They want to continue to grow. They are aware that, under its influence, hu–man resources to change their fate.

Characteristics or attributes of good teachers in view of the students include: (1). Democratic, (2). Like working together (cooperative), (3). Kind, (4). Patience, (5). Fair, (6). Consistent, (7). open, (8). Helpful, (9). polite, (10). Love the humor, (11). It has a wide range of interest, (12). Master the material, (13). Flexible, (14). Well to interes–ted students. (Oemar Hamalik, 2002). Ac–cording to Cooper quote B.O. Smith (in Suparlan, 2004), it is suggested that a tea–cher who is trained to be prepared with the four areas of competence so that it becomes an effective teacher are:

a. *Command of theoretical knowledge about learning and human behavior.*

b. *Display of attitudes that foster learning and genuine human relationship.*

c. *Command of knowledge in the subject matter to be taught.*

d. *Control of technical skills of teaching that facilitate student learning.*

While Leo R. Sandy (in Suparlan, 2004) outlines several dimensions of skills and at–titudes that shape the characteristics of ef–fecttive teachers. At least there are 12 cha–racteristics of effective teachers as follows:

a. *Being a learner.*

b. *Being a leader.*

c. *Being a provocateur (in the positive sense).*

d. *Being a stranger (rover).*

e. *Being an innovator.*

f. *Being a comedian/entertainer.*

g. *Become a coach or guide.*

h. *Being a genuine human being or humanist (real person or a humanist).*

i. *Being a protector.*

j. *Being optimist or idealist.*

k. *Being a collaborator (or collaborators who like to work together).*

l. *Become a revolutionary (advanced or revolutionary minded).*

An effective teachers have competence quality skills and attitudes that can provide the best for students and learners delight in teaching-learning process. Meantime, Na–tional Commission for Excellence in Tea–cher Education (USA) in Muhlis (2008), reveals the characteristics of effective tea–chers are as follows:

a. *Competent in the field of teaching.*

b. *Skilled in teaching.*

c. *Inform the student progress themselves.*

d. *Experienced cognitive psychology.*

e. *Technological ability.*

Internship Program

The internship is an attempt to achieve one of the pillars of UNESCO, namely, learning to be. It included; learning to know, learning to do, learning to be and learning to live together. The UNESCO pillars give the meaning that education should be able to teach someone to learn, work, be a human being in accordance with the appropriate professional practice, and the way of living together with others as a social creature.

Learning to know and to do is a part of learning aspect to master science, technology, and art which become the focus of student learning. Mastering all of the aspects means someone has significant capability and skilled work. Someone who masters the science of education, the person will have knowledge of scientific education and be able to implement the educational process in their daily life. However, to become an educator was not enough just to master the science and skillfully implement the educational process. The person must be able to be an educator as a whole, including being a good educator in the learning process and adapting to the new setting when they are in a social environment. By applying all the educational aspects in the daily life, accordingly, the work can be done more effectively with some crucial reason that will be explained in the following paragraph.

To teach learning to know and learning to do, the teachers can provide a role model through a learning process in the classroom, through various learning strategies. However, learning to be may not be taught in class. To be able to behave as a teacher in class, a prospective teacher must live and learn to be a teacher at a good school environment. As a result, their competency and understanding as a teacher will develop in any case.

In the process of learning through the program of "learning to be", a person will experience the process of learning and growing. The condition is as stated by the originator of the theory of socio-cultural learning revolution, Vygotsky who is one specific form of constructivist learning theory. He stated that the ability to grow and evolve through two stages. First is social arrangement where one forms their social environment (can be categorized as interpsychology or intermental), and psychological element in their own body. The view of this theory put intermental or social environment as primary and constitutive of the formation of a person's knowledge and cognitive development. He claimed that mental functions that is higher in a person will appear and come from social life. Meanwhile intermental function is seen as a derivation or descent that grew up or formed through the acquisition and internalization of the social processes (Budiningsih, 2004: 101).

Motivation

Definitions of motivation

Simply expressed, motivation is a factor determining the extent of people's desire to do an activity. The term motivation is used quite broadly in the field of education. Because motivation is considered to be one of the most influential factors in learning and academic achievement, a number of researchers from diverse field of education studies have tried to define, analyse and conceptualise this term (Brophy, 2010; Dornyei, 2001b). Brown defines it as "an inner drive, impulse, emotion or desire that moves one toward a particular action" (1987, p.117). Maehr and Meyer as cited in Brophy state that motivation is an abstract and theoretical construct specifically to refer to " the initiation, direction, intensity, persistence and quality of behaviour,

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especially goal-directed behaviour" (2010, p.3). Keller as cited in Ziahosseini and Salehi (2008) concludes that motivation consists of the choices that people make as to what experiences or goals they will approach or avoid and the degree of effort they exert in that respect.

In relation to foreign language lear–ning, Gardner (2001) claims that motivation drives an individual to put in effort to achi–eve a goal; it makes the individual persis–tent and attentive. Gardner also states that a highly motivated individual enjoys striving for a goal and makes use of strategies in reaching that goal. Motivation to learn a fo–reign language is often triggered when the language is seen as valuable to the learner in view of the amount of effort that will be required to be put into learning it.

Dornyei and Otto (1998) define moti–vation as "the dynamically changing cu–mulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor pro–cesses whereby initial wishes and desires are selected, prioritized, operationalized and acted out" (p.64). Williams and Burden (1997) explain that motivation is a cognitive and emotional arousal which results in a conscious decision to act, and gives rise to sustain intellectual and physical effort in order to achieve the set goals.

The Relationship of Teaching Strategies, Learners' Motivation and Learners' Academic Performances

Since motivation is acknowledged as a key factor in determining success in foreign language learning academic attainment, strategies that maintain language learners' motivation are of interest to educators. A number of studies have been conducted by educational researchers in order to gain a better understanding of how language lear–ners' motivation can be positively affected during the language learning process (Bernaus & Gardner, 2008; Dornyei & Csizer, 1998). Nakata (2006) states that unlike aptitude, which cannot be changed since it is innate, motivation can fluctuate factor over time. Nakata (2006), Brophy (2010) and Dornyei (2001a) contend that the fluctuation of motivation, academic achie–vement and the amount of the effort exerted may be affected by two main factors; internal and external factors (teachers, parents, peers, and community). This means motivation of students is some–thing a teacher can influence.

As described earlier, motivation can be developed by interactions between the lear–ner and external factors, including teachers, parents, and peers (Bernaus & Gardner, 2008; Brophy, 2010; Dornyei, 1994; Sugita & Takeuchi, 2010). Among those external factors that influence students' motivation in learning a foreign language, the teachers' teaching strategies and practices play a more significant role than the rest (Cham–bers, 1998; Cheng & Dornyei, 2007; Dor–nyei, 1998; Dornyei, 2001a; Gan, Hum–phreys & Hamp-lyon, 2004; Guilloteaux & Dornyei, 2008; Trang & Baldauf, 2007). These studies highlight the fact that "the teacher's level of enthusiasm and commit–ment is one of the most important factors that affect the learners' motivation" (Dor–nyei, 1998, p.130) and teachers' choices of strategies in the classroom affect students' motivation to learn.

A subsequent review of studies exa–mining beginning teachers' perceptions of problems they often face in the classroom found that motivating pupils was the second most serious problem that the tea–chers encountered (Vennman, as cited in Dornyei, 2001a). Thus, the teachers' role in the language learning process should not be underestimated.

Students' levels of foreign language proficiency are influenced by attitudes, mo–tivation, teachers and classroom experien–ces. Nikolov (1999) found that students' motivation and proficiency in the develop–ment of their foreign language skills were strongly related to experiences they gained in the classroom. Being a significant part of the classroom environment, teachers ob–viously affect both students' motivation in learning and their academic attainment. Students may be motivated to learn if the teacher provides the students with the appropriate conditions in the classroom and utilizes motivational teaching strate–gies (Dornyei, 2001a). To this end, by adopting a qualitative approach, Dornyei (1998) interviewed 50 secondary school learners, studying either English or German as a foreign language in various schools in Budapest and found that of all the demo–tivating factors ranked by these students, teacher-related factors were ranked as the most important.

Teacher-related factors were: the tea–chers' personality, the teachers' commit–ment to teaching, the level attention tea–chers paid to students, the teachers' compe–tences, the teaching method, teachers' style and their rapport with students. Additionally, Guilloteaux and Dornyei (2008) in their recent investigation into the motivational teaching practices used by English language teachers in South Korea point out that there was significant corre–lation between the language teachers' moti–vational teaching practices and increased levels of the learners' motivated behaviours in learning English as the foreign language in this study context. In this quantitative study, 27 language teachers and 1,381 students from 40 classes of junior high schools took part. Three different types of data collection instruments were employed in this study; namely a classroom obser–

vation scheme, a student questionnaire and a teacher evaluation scale. This study concluded that the teachers' motivational teaching practice was directly related to the students' immediate response in the class–room and their approach to classroom learning.

Though the teachers participating in this research implemented a limited range of motivational strategies in their practices due to the lack of knowledge and training, the researchers found there was a positive connection between the motivational la–nguage teaching strategies used by teachers and student' motivation in the context of study. Similarly, in their large scale quanti–tative study in investigating factors that students perceived as motivators/demoti–vators in their learning in college classes in West Virginia University in USA, Gorham and Christopher (1992) came to the con–clusion that students frequently perceived teacher-related factors such as teachers' negative behaviours to be the main cause of their decreased motivation in their learning.

Learners lacking motivation tend to attribute their failure to their teacher. Gan et al., (2004) conducted a qualitative study concerning unsuccessful and successful college students' learning experiences in learning English in one Chinese university. Other studies agree that unsuccessful la–nguage learners mostly attribute their lack of success to factors outside themselves; in Gan and colleagues' study students blamed their language teachers, saying that the teachers were not supportive of them and their teaching style was boring. In conclu–sion, students always located inadequacies in their learning environment, particularly their teachers. Based on the previous illus–trated studies it is clear that teachers in–fluence their students' level of motivation to engage in classroom activities. Enhan–cing students' motivation is an ongoing

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process as motivation to learn fluctuates. It requires hard work by teachers and persis–tence in creating suitable and effective strategies in teaching the foreign language in their classrooms. Teachers do not have complete control over their students' moti–vation; nonetheless they can significantly initiate and maintain it by providing a supportive language learning atmosphere in the classroom through their motivational teaching strategies. Teachers have the pri–mary responsibility to shape better learning environments for their foreign language learners (Hedge, 2000; Nakata, 2006).

The class environment is an important factor in the development of interest in and enjoyment for studying a foreign language (Song, 2005). It is important for language teachers to realize that providing a safe and non-face threatening learning environment is crucial for strengthening and preserving students' motivation. In stressing the role of teachers in a foreign language classroom, Lightbown and Spada (2006) assert that:

If teachers can make their classroom places where students enjoy coming be–cause the content is interesting and relevant to their age and level of ability, where the learning goals are challenging yet manage–able and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn. (p.57)

Teachers have control over the learning environment, which plays a crucial role in students' motivation to learn.

Motivational Strategies in Teaching English as a Foreign Language

How to engage and motivate students through motivational teaching strategies has engaged foreign language researchers due to its significant contribution to acade–mic performance and achievement in lear–ning a foreign language. Dornyei states that

"motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects" (2001a, p. 28). In addition, Guilloteaux and Dornyei define motivational strategies as "instructional interventions applied by the teacher to elicit and stimulate students' motivation" (2008, p.56). Dornyei further contends that "they are techniques that promote the indivi–dual's goal-related behaviour" (2001b, p.28). Motivational teaching strategies are thus steps or techniques employed by tea–chers in their teaching practices to facilitate students' motivation in learning a foreign language.

The motivational strategies in teaching a foreign language are usually "grounded in sound theoretical considerations" (Guil–loteaux & Dornyei, 2008, p.56). While ef–fective and motivational teaching strategies have been proposed by scholars in educa–tion and educational psychology areas, few were specifically contributed by foreign language scholars. The most notable frame–work in the area of foreign language that can accommodate diverse teaching strate–gies was established by Dornyei (2001b). His model for motivational foreign langu–age teaching practice comprising four main dimensions is presented below.

Table 1. Dornyei's framework of motivational teaching strategies (Dornyei, 2001b, p. 29)

MOTIVATIONAL TEACHING STRATEGIES
Creating basic motivational conditions Laying the foundations of motivation through establishing a good teacher-student rapport, creating a pleasant and supportive classroom atmosphere, and generating a cohesive learner group with appropriate group norms.
Generating initial motivation, that is, "whetting the students' appetite", by enhancing the learners' language-related values and attitudes, increasing the learners' goal-orientedness, making the teaching materials relevant for the learners, and creating realistic learners beliefs.
Maintaining and protecting motivation by making learning stimulating, presenting tasks in a motivating way, setting specific learners' goal, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to

maintain a positive social image, promoting cooperation among the learners, creating learner autonomy and promoting self-motivating learner strategies.
Encouraging positive retrospective self-evaluation by promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

The framework is based on Dornyei's systematic overview of the extensive moti–vational techniques in teaching a foreign language (Dornyei, 2001b). The four dimensions include the macro-strategies associated with each dimension. Each dimension is associated with at least thirty macro-strategies, each of which was broken down into about one hundred micro-strategies in teaching a foreign language. This extensive list of recommended moti–vational teaching strategies has been fre–quently and widely utilised and modified by researchers to discover what specific strategies are perceived by students or language teachers as beneficial for the students' motivation in their particular context.

In the past, few studies aimed to find out whether the proposed strategies ac–tually work in language classrooms (Dor–nyei & Csizer, 1998). The fact that there may be a discrepancy between the assumed and the actual motivational power of cer–tain teaching strategies in foreign language learning has concerned foreign language scholars. Therefore, the existing recom–mendded teaching strategies should be regarded as mere hypotheses to be tested in determining what strategies work in a certain foreign language classroom.

Motivational Teaching Strategies in Teaching EFL Based on Language Learners' Perceptions

Language teachers may be a very rele–vant and valuable source of insights regar–ding what teaching strategies/methods work effectively to increase their students' motivation to learn a foreign language. However, many studies have not included the voice of one of the biggest stakeholders in foreign language learning: that is the learners. Learner' voices should not be neg–lectted, since teachers may not be aware of students' motivation:

When teachers say that a student is motivated, they are not usually concerning themselves with the students' reason for studying, but are observing that the student does study, or at least engage in teacher-desired behaviour in the classroom and possibly outside it. (Crookes & Schmidt, 1991, p.480)

These scholars imply that the effecti–veness of strategies in teaching L2/FL should not solely be measured by gaining teachers' opinions and perceptions about their use and effectiveness. It is also im–portant for educators to pay attention to what students believe in this aspect, as students' own perceptions and beliefs may be as relevant as the perceptions of tea–chers, external observers or general beliefs about it as described in the literature.

Motivational Teaching Strategies Based on Foreign Language Teachers' Perceptions

A number of scholars have proposed and published slightly different frame–works or lists of recommended teaching strategies likely to motivate students to learn (for example Brophy, 2010; Dornyei, 1994; Kumaradivelu, 1994; Oxford & Shearin, 1994; Williams & Burden, 1997). These are intended to be applied by class–room practitioners in improving their tea–ching practice. However, most of the fra–meworks were primarily derived from either teaching experiences or the scholars' own beliefs about the effectiveness of those frameworks within their classrooms. Fo–reign language teaching and learning has often been undertaken with strategies ba–

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sed more on intuition than scientific inquiry (Park & Lee, 2006).

Dornyei developed a set of motiva–tional teaching strategies that he refers to as the "Semi- intuitive set of ten motivational macro-strategies" (Dornyei, 1996).

Table 2. Dornyei's semi-intuitive set of ten motivational teaching strategies (1996)

Semi-Intuitive set of ten motivational macro-strategies
1. Make the language classes interesting by selecting varied and engaging topics, material, and activities.
2. Have humour, fun, and games in class.
3. Create a pleasant and friendly atmosphere.
4. Promote learner autonomy by allowing freedom in the classroom and sharing as much responsibility with the learners as you can.
5. Make the course relevant by doing a need analysis and adjusting the syllabus accordingly.
6. Set a personal example in being motivated and committed yourself.
7. Develop the learner's confidence by encouraging them, giving them positive feedback, and making sure that they regularly have a feeling of success.
8. Make the foreign language "real" by introducing its culture, using authentic materials, inviting native speakers, and arranging native-speaking pen friends for your students.
9. Develop a good and trustful relationship with the learners.
10. Emphasize the usefulness of the knowledge of the foreign language.

Further empirical evidence was gathered in a study to identify motivational teaching strategies based on classroom data (Dornyei & Csizer, 1998). This study was an attempt to revise the original list of the strategies by grounding them through sys–tematic and classroom-based research. The strategies were selected on the basis of a questionnaire administered to a total of 200 EFL teachers at various language teaching institutions, ranging from elementary schools to universities, in Hungary.

Based on these teachers' responses, the study revealed ten motivational strategies that the participating teachers considered to be the most significant strategies in terms of its usefulness in their classrooms. The proposed strategies are widely known as "Ten Commandments" (Nakata, 2006, p.64).

Table 3. Ten commandments of motivation based on Dornyei & Csizer' study in Hungary (1998)

Ten Commandments of motivation
1. Set a personal example.
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 the learners with the target language culture.

(Dornyei & Csizer, 1998, p. 215). Clearly, this list of teaching strategies was more concrete, condensed and less over–whelming for average classroom teachers to manage than the previous lists (Dornyei, 1996). However, since every single class–room and language learning environment is unique in numerous ways, the use of a list of motivational teaching strategies that came from a single empirical study must be treated with care.

Table 4. Ten motivational strategies based on Dornyei and Cheng's study (2007)

The rank of ten motivational strategies
1. Set a personal example with your own behaviour.
2. Recognise students' effort and celebrate their success.
3. Promote learners' self confidence.
4. Create a pleasant and relaxed atmosphere in the classroom.
5. Present tasks properly.
6. Increase the learners' goal-orientedness.
7. Make the learning tasks stimulating
8. Familiarise learners with L2-related values.
9. Promote group cohesiveness and set group norms.
10. Promote learner autonomy.

The Relationship between Foreign La–nguage Learners and Teachers' Perceptions of Motivational Teaching Strategies.

Teachers of foreign language and their students may not share the same notions of effective and motivational strategies in teaching a foreign language. This possible mismatch of perceptions related to effective

teaching strategies/methods should be taken into consideration by teachers (Williams & Burden, 1997). Moreover, Kern (1995) as cited in Brown (2009) and Schulz (1996) argued that "mismatches between foreign language students' and teachers' expectation can negatively affect the students' satisfaction with the language class" (p.46), and this may lead to de–creased motivation in learning the target language or even to the discontinuation of foreign language learning. Despite the possible impact of mismatched perceptions, few studies (Brosh, 1996; Bernaus & Gardner, 2008; Park & Lee, 2006; Sugita & Takeuchi, 2010) have specifically compared and contrasted individual teacher's percep–tions of motivational teaching strategies with those of their students. Studies that focus on teaching strategies and character–ristics in foreign language learning that allow comparisons of perceptions or opi–nions between teachers and their respective students are uncommon.

One study that incorporates the tea–chers' and students' perspectives is Bernaus and Gardner's (2008), which argues that even though various teaching strategies proposed are generally beneficial to im–prove teachers' understanding of strategies that work effectively, there is a possibility that students' and teachers' perceptions about motivational teaching strategies do not match or correspond to each other. Their quantitative study of 31 EFL teachers and 694 students took place in Catalonia, Spain. By employing the modified Attitude Motivation Test Battery (AMTB) developed by Gardner in the 1950s (Gardner, as cited in Gonzales, 2010) as the instrument of this study, Bernaus and Gardner aimed to investigate teachers' and students' percep–tions of strategy use and the effect of those teaching strategies on students' motivation to pursue foreign language learning. The

result showed that students and teachers agreed on the use of some strategies but not on the use of others. Most students per–ceived the strategies used related to their own attitudes and motivation, while teachers did not think the teaching strategies they employed affected students' attitudes and motivation (Bernaus & Gardner, 2008). The study concluded that motivation was a positive predictor of English achievement of students in this study context. Likewise, motivation was claimed by the participants as one variable affecting towards the learners' achievement in language learning.

In another study, Sugita and Takeuchi (2010) aimed to give a clearer description of the teachers' actual use of 15 motivational teaching strategies and to examine the relationship between the frequency of those 15 motivational strategies, the strength of students' motivation induced by these strategies and differences in the strategy-motivation relationship depending on students' English proficiency levels. The 15 strategies used in this study were selected from Dornyei's 102 motivational teaching micro-strategies. Two different question–naires were administered several times within two months to five Japanese English teachers in a public secondary school and 190 of these teachers' students in the nine classes in Kyoto (Japan) in which they taught English as a foreign language. They found that the teachers used motivational strategies in a variety of ways and out of the 15 strategies only four showed signify–cant correlation with students' motivation.

Investigating the characteristics of motivational teaching practices as percei–ved by students and teachers in a foreign language learning context is beneficial, es–pecially on the part of teachers, for two explicit reasons. Firstly, teachers can check the appropriateness of their beliefs and

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perceptions of motivational strategies in the area of foreign language learning and teaching against current research results. Secondly, teachers can obtain insights into what their students expect from them and develop their pedagogical techniques through their reflection, which will in turn enhance the quality of their teaching and learning practices (Gorham & Milette, 1997).

Further empirical studies in a variety of contexts that compare and contrast teacher and student's perceptions would be useful in explaining the selection of effective foreign language teaching strategies (Brown, 2009). Schulz (1996) foreshadows the need and urgency to conduct such studies in the future in different contexts by stating:

It might well be wise to explore the fit of learner and teacher beliefs. While opinions alone do not necessarily reflect the actual cognitive processes that go on in language acquisition, perceptions do influence reality. Indeed, some would argue that perception is reality for the individual learner. Students whose instructional expectations are not met may consciously or subconsciously question the credibility of the teacher and / or the instructional approach. Such lack of pedagogical face validity could affect learners' motivation. (p.349)

Conclusion

A motivation has a significant impact on language learning achievement, and motivational teaching strategies closely link to students' levels of motivation. The literature also claims that teaching English as a foreign language requires creative, innovative and motivating teaching strategies. Furthermore, there is evidence that effecttive language learning is facilitated by tea-

chers through providing a non-threatening environment in which learners feel comfortable and self-confident and are encouraged to take risks to use the target language. Similarly, teachers can significantly affect their students' motivation through their ability to provide a supportive classroom atmosphere for foreign language learning learners.

In addition, scholars maintain that teachers play a crucial role in initiating and maintaining students' motivation in classrooms by selectively adopting effective strategies in facilitating and enhancing learning in accordance with students' motivation. Moreover, due to culture-specific and complex variables such as learners' approaches to learning and teacher's teaching method, any proposed strategies need to arise from classroom-based studies in particular EFL teaching contexts. These should not be treated as the "ready to use" solutions but rather as a framework that should be continually modified and enriched based on feedback from individual learning environments. Classroom-based research should ground frameworks that are proposed for classrooms. Dornyei's framework of motivational teaching strategies has made a significant contribution to language teachers' knowledge of motivational teaching strategies to be used in their language classrooms and it is utilized and adapted as a framework for the discussion chapter of this thesis. However, motivation may be affected by specific cultural contexts, which suggests that Dornyei's motivational strategies may need modification to reflect teachers' and learners' perceptions in the context of this study, a small Indonesian university. []

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