Secondary students' perception of English teachers' motivational strategies.

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Abstract

This thesis aimed to investigate the perception of secondary school students regarding English teachers' motivational strategies. The investigation focuses on evaluating the effectiveness of these strategies, the frequency of their implementation, and the disjunction between students' preferred motivational approaches and their perception of teachers' practices. A digital survey was distributed to 46 students from a suburban school near Stockholm. To analyze the data collection, descriptive statistics and, Wilcoxon matched the pair tests were conducted to determine whether there is a significant difference between paired students' preferences of motivational strategies and their perception of English teachers' use of these strategies.

Results indicated that students assign positive ratings to most motivational strategies. Moreover, students consistently rated their English teachers' motivational strategy use quite highly, with a low standard deviation, reflecting that student participants shared similar opinions. At times, the Wilcoxon matched-pair test exhibits a statistically significant difference between students' preferred motivational strategies and their perception of teachers' practices. Despite the teachers' high utilization of motivational strategies, students' expectations appear to be higher.

Keywords

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1. Introduction

Language teachers do not only have the role of sharing language knowledge, but they have additional responsibilities such as motivating students to learn the language actively. As a language teacher, it is important to inspire students in the process of learning. However, defining motivation is complicated and often described as an umbrella concept due to the various interpretations of motivation from both social and psychological viewpoints. Additionally, if we make it more comprehensible to one single definition, motivation is the reason why someone chooses to do something, how much exertion they put into achieving their specific target, and their ascertainment to follow through until the outcome (Dörnyei, 2001).

The current ideas about L2 learning motivation are important and useful but can be broadened to include more kinds of motivations that learners might have. Considering different psychological perspectives, such as general, work-related, educational, and cognitive development, can help us gain a better understanding of motivation (Oxford & Shearin, 1994).

Dörnyei (2001) explains that motivational strategies in classroom settings are methods that assist in encouraging students to achieve their goals. He categorized the motivational strategies into four groups, including how to provide feedback, teach new concepts, and create tasks or homework. Additionally, he examines motivational concepts, such as interest, self-confidence, and independence.

A noteworthy study by Erdil-Moody and Thompson (2020) examined the convergence of motivational strategies and practical application, specifically focusing on the L2 self-concept. The study shows significant group differences in how teachers apply strategies related to the L2 self-concept. However, no significant differences were found in the application of other motivational strategies by teachers.

This thesis investigates motivational strategies employed by English teachers, exploring their effectiveness and frequency from the perspective of secondary school students. Building on existing research, this study aims to a deeper understanding of how these strategies are perceived and interpreted by language learners. The chosen school, located in the suburbs of Stockholm addresses a gap in existing research due to its unique combination of geographical factors and significant recent improvements. According to statistics from Stockholm City's student investigation, the students now feel both safer and more stimulated than in previous years, both in comparison to earlier students in the same school as well as compared to students in other schools in Stockholm. Additionally, the grade point average among the students that graduate from 9th grade has increased, along with the high school qualification percentage, as per statistics from The Swedish National Agency for Education.

Therefore, the school offers a rich context for exploring motivational strategies in an evolving educational setting.

1.1 Research questions

This study aims to explore the nuances of motivational strategies within this educational setting, the study presents three research questions:

1. Which motivational strategies by their English teachers do students think are helpful?
2. Which motivational strategies do students think their English teachers use frequently?
3. Is there a difference between students' perceptions of their English teachers' motivational strategies and their opinions regarding the extent to which their English teachers use these strategies?

2. Literature review

2.1 Motivation in Second Language Learning

Motivation is defined as an individual's desire to participate in learning processes. The concept addresses why students want to or do not want to be involved in learning activities. There are different theories about motivation but most of them acknowledge that the role of personal opinions, surroundings, and behaviours of a society or group through interactions with others have a central role in motivation (Wery & Thomson, 2013). Furthermore, motivation is affected by both internal and external factors such as expectations of students, aroused feelings by success and failure, challenges that individuals face inside and outside of school, and assessment and feedback methods from teachers. Motivation is also affected by the student's own and other insights about their ability, knowledge, and skills (Wery & Thomson, 2013).

Motivation for learning a language is different from other subjects, such as mathematics, because the aim of learning a language is communication in society with other people. The motivation for learning a language is about a desire to develop skills to communicate, and it requires a personal commitment from the learner's side (Skolverket, 2020). Traditionally, in the field of studying motivation, researchers investigated how people's thoughts and feelings are related to what they do. They wanted to understand the reason behind people's decisions and the effort they put into the work for its success. However, there is not only one way to look at motivation; different researchers have different opinions about diverse people.

Oxford and Shearin (1994) give guidance to teachers on how to understand and support students in learning a new language. The authors suggest that students may have various purposes for learning a language, such as communication, traveling, or meeting specific requirements. Teachers can create a positive and varied learning atmosphere, encourage realistic goals, and provide feedback to enhance students' motivation. Additionally, recognizing and respecting diverse motivations and individual learning styles contribute to a supportive language classroom. Instructors are encouraged to adapt their teaching

methods, provide chances for achievement, and acknowledge both internal and external motivators, all aimed at fulfilling the diverse needs and ambitions of their students.

Dörnyei (2001) follows a process-oriented model that covers various phases of the motivation process. This includes aspects like the internal class structure, troubleshooting problems, emphasizing motivational concepts, and highlighting teacher behaviors that motivate students. The process-oriented model by Dörnyei (2001) is considered more comprehensive and suitable for educational use and it is divided into four groups as components of motivational teaching in the L2 classroom. Firstly, creating the basic motivational conditions involves fostering appropriate teacher behaviors, establishing a pleasant and supportive atmosphere in the classroom, and cultivating a cohesive learner group with appropriate group norms. Next, generating initial motivation includes, enhancing the learner's L2-related values and attitudes, increasing the learner's goal-orientedness, making the teaching materials relevant for the learners, and creating realistic learner beliefs. The third aspect involves maintaining and protecting motivation, which encompasses making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-confidence, allowing learners to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies, and promoting cooperation among the learners. Lastly, encouraging positive retrospective self-evaluation includes promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

In addition, Truong (2018) provides psychological explanations that help understand why L2 learners are motivated. First, L2 learners assume success in the acquisition of the L2 and understand its value in their personal and professional lives. They feel a necessity to improve their L2 skills for their targets and associate their initial learning difficulties with issues that can be better through effort. Moreover, they believe in their proficiency to perform L2 tasks without much external help and pursue acknowledgment and praise for their L2 learning achievements. Additionally, L2 learners have the chance to choose what aspect of L2 they want to learn according to their interests and needs. They aim to understand the goal of an L2 task and its importance clearly and see a clear purpose in learning through the content of the L2 tasks they are involved in.

2.2 Previous studies

Here we look at previous studies that delve into students' perception of motivational strategies in the classroom.

Truong's (2018) study on task-related motivational strategies (TRMS) in EFL classrooms involved a survey administered to 96 EFL teachers and 220 students in Vietnam. The survey, consisting of 48 items across seven conceptual domains, aimed to explore teachers' and students' perceptions of TRMS importance. While both groups agreed on the motivational value of certain aspects like task nature and feedback, differences emerged in their views on task presentation and level. The study revealed that as many as 23 percent of the TRMS showed statistically significant differences in perception between teachers and students. The findings underscored the importance of aligning teacher and

student perceptions to enhance the effectiveness of EFL instruction, particularly in designing motivating tasks when English learning is confined to the classroom. The analysis of teachers' perspectives highlighted their emphasis on task difficulty, relevance, and challenge as crucial motivators, aligned with self-efficacy theory. Teachers valued tasks that were both achievable and challenging, relevant to students' needs, and presented in an engaging manner. On the other hand, students' perceptions emphasized the motivating factors of task relevance, interesting tasks, feedback, teacher behaviour, and visual elements. Notably, differences surfaced in their priorities, with teachers emphasizing adjusting task difficulty and ensuring authenticity, while students valued the teacher's readiness to answer questions and the inclusion of enjoyable elements in their learning experience. Despite these differences, there was substantial agreement between teachers and students on the importance of 77% of the examined specific strategies, particularly in domains such as task relevance, materials, feedback, and teacher behaviour during task time.

Erdil-Moody and Thompson's (2020) study delved into motivational strategies related to the ideal L2 self in the context of English as a Foreign Language (EFL) instruction. The research, involving 454 participants, including college EFL instructors and students, employed various quantitative methods to explore the convergence of motivational theories and practical application. Significant differences emerged in perceptions between instructors and students, particularly concerning strategies associated with the ideal L2 self, emphasizing the need for pedagogical considerations. Instructors predominantly favored strategies promoting interaction, a conducive learning environment, and student progress. However, strategies aimed at cultivating students' ideal self-image were less frequently employed. Notably, disparities in perceptions between instructors and students were evident, with students providing lower ratings for certain strategies, reflecting variations in their understanding of the strategies' effectiveness and importance. An exploratory factor analysis (EFA) on data from the motivational strategies scale revealed three key factors influencing how teachers employ strategies to motivate students. The primary factor emphasized the importance of teachers' supportive and effective behaviour, significantly impacting student motivation. The second factor underscored the role of encouraging interaction and cooperation in the language class, contributing to overall motivation. However, the third factor highlighted a negative impact on motivation related to students' perceptions of their ideal L2 self-image, suggesting that students felt their instructors were not adequately assisting them in achieving their language-learning aspirations. The study's overall findings indicated a significant difference in the third factor, reflecting varied beliefs between instructors and students regarding the frequency of strategies related to the ideal L2 self-image. In contrast, no significant differences were observed in the first and second factors related to teachers' behaviour and encouraging interaction.

Greene et al. (2004) aimed to explore the impact of students' perceptions of classroom structures on their self-efficacy and overall motivation. The research, involving 220 high school students surveyed over three months in English classes, revealed that students' perceptions of their classroom environment significantly influenced their motivation. Understanding the contribution of current classwork to future success emerged as a key

factor affecting students' engagement and performance. Confirmatory Factor Analysis (CFA) was employed to categorize survey questions into three distinct and reliable categories: motivating tasks, autonomy support, and mastery evaluation. The study found correlations among various measurements, with students' achievement linked to strategy use and motivation, particularly in the context of mastery goals. The strongest correlation was observed between strategy use, mastery goals, understanding the value of classwork (perceived instrumentality), and self-efficacy. The model demonstrated a good fit with the data, highlighting the positive influence of self-efficacy and strategy use on students' percentage grades, indicating performance. The study further identified predictors of various factors within the model. Autonomy support and mastery evaluation predicted self-efficacy, which, in turn, influenced mastery goals. The level of the task influenced mastery goals as well. Additionally, perceived instrumentality, reflecting how students perceive the value of classwork, was predicted by self-efficacy and motivating tasks. Significantly, self-efficacy emerged as the only significant predictor of performance approach goals. Finally, strategy use was predicted by self-efficacy, mastery goals, and perceived instrumentality, underscoring the interconnectedness of these motivational factors in shaping students' engagement and performance in the classroom.

Furthermore, a study by Mauludin et al (2023) explore the role of motivational teaching strategies in English for specific purposes (ESP) classes in the context of higher education for specific skills and professions. The study focuses on students' perceptions and the influence of social variables such as age and gender. The research, conducted in the Faculty of Vocational Studies at a public university, involved 134 students who completed a questionnaire assessing their perception of motivating teaching practices. The results indicate that students found teaching strategies aimed at helping them master skills in practicum activities to be the most motivating. These strategies include providing clear instructions, assisting in task completion, offering constructive criticism and praise, building positive relationships, and constant encouragement. Notably, students' age did not show a significant correlation with their perceptions. While most teaching practices were generally considered motivating for both male and female students, two specific strategies, namely leading by example with focus and drive, and managing a variety of activities, were deemed more motivating for female students than for their male counterparts. The findings highlight the importance of recognizing individual student needs for motivational strategies, particularly in the context of mastering the target language in vocational education. The study suggests that tailoring motivational approaches to address the diverse preferences and requirements of students can enhance the effectiveness of English language instruction in specific vocational contexts.

Lastly, Mauludin (2021) investigates the preferences of 163 English for Specific Purposes (ESP) students in Indonesia regarding motivational teaching strategies. Students favored practices creating a comfortable and enjoyable learning atmosphere, while activities and assignments were viewed as least motivating. The results emphasize the importance of considering students' perceptions, particularly in building positive teacher-student relationships. The study highlights the challenge of motivating ESP students with a limited personal interest in English and suggests creating enjoyable classrooms to alleviate language learning anxiety. Additionally, the findings emphasize the need for

teachers to understand and adapt to diverse student motivations in ESP classes, cautioning against assuming universal values in teaching practices. The study acknowledges limitations, including reliance on a questionnaire and a homogeneous learning environment, calling for future research to include diverse data sources and cultural settings for a more comprehensive understanding of students' perceptions in various ESP contexts.

These studies collectively explore students' perceptions of English teachers' motivational strategies. While Truong (2018) focuses on task-related motivational strategies in EFL classrooms and Erdil-Moody and Thompson (2020) delve into strategies related to the ideal L2 self, both highlight the need for pedagogical alignment. Greene et la. (2004) investigates students' perception of classroom structures, emphasizing the impact on motivation, and Mauludin et al. (2023) and Mauludin (2021) center on motivational teaching strategies in ESP settings. Mauludin et al. (2023) highlight students' preferences for teaching strategies that help them master skills, emphasizing clear instructions, constructive feedback, positive relationships, and encouragement as highly motivating factors. The studies vary in the specific strategies explored but underscore the importance of aligning teacher and student perceptions of English teachers' motivational strategies in different educational contexts.

3. Method

The study incorporated quantitative data alongside open-ended quantitative questions to address the research questions. This approach aligns with the principles discussed by Onwuegbuzie and Johnson (2006) to achieve a more comprehensive understanding of the research phenomenon. The goal was to minimize weaknesses, compare data types, and strengthen overall validity by combining different research. A questionnaire adapted from Dörnyei (2001) was utilized to explore deliberate strategies that educators can employ to enhance motivation among language learners and followed a process-oriented model that covers various phases of the motivation process.

3.1 Survey questionnaire

The questionnaire, adapted from Dörnyei (2001) aligned with four motivational phases: creating the basic motivational conditions, generating initial motivation, maintaining, and protecting motivation, and encouraging positive retrospective self-evaluation served as the basis for investigating students' perceptions of their English teachers' motivational strategies. The questionnaire items are presented in the results section as well as in Appendix A.

The survey was created using Google Forms and consisted of four sections. To enhance understanding, the questionnaire was constructed in Swedish. The first section provided information about the study, the use of the data, and the anonymity of the survey, and emphasized seeking consent. Respondents ticked 'Yes' to proceed and to give consent. The second section consisted of demographic questions covering gender, grades, and the

students' self-perceived English proficiency. This section also included a question about the age of the students to ensure that all participants were 15 or over 15, addressing ethical considerations.

The third section included 19 questions about students' preferred motivational strategies. A 1-10 Likert scale was employed with 1 indicating "not important" and 10 indicating "extremely important". Likewise, the fourth section included 19 questions focusing on students' perception of their English teachers' frequent use of motivational strategies. In this section a 1-10 Likert scale was employed, with 1 indicating "almost never" and 10 indicating "almost always". The last section also included 5 open-ended questions about motivation for learning and teacher impact, designing motivating task materials, motivational feedback, and expectations for teachers' action.

3.2 Participants:

Participants for this study were 46 students from 9th-grade classes in one of the suburbs on the outskirts of a public school in Stockholm. In terms of the students' age, 93.5% identified themselves as 15 years old, while 6.5% identified themselves as 16 years old. Regarding the gender of the participants, 30.4% identified themselves as male, 65.2 identified themselves as female, and 4.3% as non-binary. Regarding assessing their current proficiency in English on a scale of 6, students provided the following rankings: 2.2% rated themselves as 1, 15.2% as 2, 8.7% as 3, 30.4% as 4, 19.6% as 5, and 23.9% as 6. Moreover, students also reported their recent grades in English as follows: 8.7% A, 19.6% B, 21.7% C, 15.2% D, 30.4% E, and 4.3% F. The results of students' self-assessment of English proficiency indicated a high degree of confidence in their English abilities. However, despite this confidence, the distribution of recent grades in English reflected lower performance compared to what students believe about their own abilities. Moreover, the variations in how students perceived their English skills compared to the grades they received underscore a complex relationship between students' confidence in their English abilities and their academic achievements. Consequently, this is an interesting area to study, providing useful insights for both teachers and researchers.

As the data were collected from two distinct classes taught by different teachers, I conducted an independent-sample Mann-Whitney U test to examine if there were differences in their responses. The test results indicated no significant differences between the two classes, leading me to treat them as a single group for subsequent analyses. Regarding the school that participants attended, has a high socio-economic index and has shown poor results since around 2000. However, in the last few years, the school has significantly developed in several ways. According to statistics from Stockholm City's student survey, the students at the school now feel safer and more stimulated and motivated than in previous years, both in comparison to earlier students in the same school and compared to students in other schools in Stockholm. Additionally, the grade point average among the students that graduate from 9th grade has increased, along with the high school qualification percentage, as per statistics from The Swedish National Agency for Education.

3.3 Data collection

Ethical and legal requirements were observed in collecting anonymous data. After receiving permission from the principal and approval from the English teachers, I distributed the questionnaire to the students. I gathered the data in one day from two classes, one in the morning and one in the afternoon, with the assistance of their teacher at school. The students were informed about the survey and research, and they provided consent to participate. No email or personally identifiable information was gathered. All participants were aged 15 or older, and participation was voluntary. Furthermore, participants were informed of their right to withdraw from the survey at any time. They also consented to the use of their data in this research paper. The laws and morals for research, as outlined by the Swedish Research Council (2017), include both legal requirements and ethical considerations. These guidelines cover various aspects of the research process, including what a researcher should do before starting the research (such as providing information and obtaining consent), during the research (such as minimizing risks and addressing design issues), and after the research (including aspects like publication, retention, and archiving of materials).

3.4 Data analysis

As data were collected from two different classes, each taught by a different teacher, I conducted an independent-sample Mann-Whitney U test to determine if there were differences in their answers. The test results showed that the two classes are not different significantly. Therefore, I treat them as one group in further investigations.

Subsequently, I identified similar questions through a correlation test, specifically using Spearman's Rho correlation coefficient. Some questions, such as numbers 1 and 6, exhibited a high correlation coefficient of 0.69 ($P < 0.01$). However, the correlation, while significant, was not strong enough to treat them as a single item.

Moreover, to analyze the ordinal data collection, SPSS was utilized to provide descriptive statistics for describing the main features of the dataset concerning the first and second research questions. Additionally, non-parametric Wilcoxon matched paired tests were conducted for the third research question to determine whether there is a significant difference between paired observations in the data. I assessed differences by checking if the *p*-value for each pair was lower than 5% accepting any observed distinction.

In addition to the statements with the Likert scale, five open ended questions were analyzed, to identify factors that most motivates students in the classroom. Moreover, I analyzed the responses to identify specific situations where teachers have had an impact on students' English learning experiences. Finally, I compared the responses to investigate whether there is a disparity between students' perceptions of motivating strategies and their perceptions of how extensively these strategies are employed by the teachers.

Subsequently, I carefully reviewed all the responses for each question and categorized them based on their specific characteristics. For instance, I grouped responses related to

clear instructions, engaging activities, enjoyable subjects, etc. In the result section, I will present the categories that appear most frequently.

4. Results

In this section, I present the results of the data analysis of students' perceptions regarding motivational strategies employed by their English teachers. The categorization of these strategies is based on Dörnyei's (2001) framework, and the results will address the three research questions. For the first and second research questions, mean (average) and standard deviation (variability measures) were utilized, while the third research question is addressed through comparing the first and second answers in pairs, standard error (a measure of precision), p-value (statistical significance), and Z-score (standardized score) were employed.

4.1 Which motivational strategies by their English teachers do students think are helpful?

The mean is calculated for each statement, representing the average rating given by students on a 10-point scale, where 1 means not important and 10 means extremely important. Additionally, the standard deviation serves as a measure of the spread of values around the mean. A lower standard deviation provides insight into the level of agreement among students, with a lower standard deviation suggesting greater consensus.

Overall, students generally express a positive view of the helpfulness of motivational strategies, with a majority of the 19 statements receiving high ratings, scoring a mean of 8.0 or above.

Notably, the strategy of providing constructive feedback (statement 15) has the highest mean of (9.30). This indicates that students highly appreciate teachers providing feedback for improvement and underscores the crucial role of constructive feedback in fostering positive self-evaluation. Moreover, students show strong agreement with this strategy, with a low standard deviation of (1.443), indicating consensus among students that this strategy is highly helpful.

In association with creating basic motivational conditions, statement 2 and statement 4 focusing on teacher accessibility and a welcoming atmosphere receive high mean scores of (8.67) and (8.76), respectively. The finding indicates that students highly value a supportive environment where they can get help and welcome a learning culture that accepts mistakes. Additionally, qualitative insights support this, with students expressing, "My teacher motivates me; she can find a good way to teach us. She is very nice and teaches us well" (S5). Another student stated, "The teacher is very encouraging and teaches in a nice way and manner" (S19). Furthermore, students find motivation in understanding the practical implications of learning English, emphasizing its relevance in their future and real-world scenarios. A student mentions, "I want to know English for my future. It pays off to know English in a time like now when many entertainment things are in English" (S8). Another student stated, "I understand that if I don't learn English, it will be difficult in the future" (S6).

Making learning enjoyable and students' voices (statements 7 and 14) receive a high mean score of (8.87) highlighting the importance that students thrive in an atmosphere where learning is engaging and their voices are heard in the assessment process. The low standard deviation (1.857) suggests a strong consensus among students regarding the high helpfulness of these strategies. A student's comment complements this, stating, "Teacher is very encouraging and teaches well, making it enjoyable, including fun activities, like games, LMAO" (S20). Another student mentioned, "Speaking English with friends" (S46).

In the process of generating initial motivation, statement 9 stands for teachers providing assistance and preparation for tasks receives a high mean of (8.85). This indicates that students highly appreciate instructors who actively contribute to their learning experience. A student mentioned, "When teachers help all students in a way that they understand the most" (S26).

However, statements 8 and 10, related to going beyond regular lessons and incorporating cultural experiences, receive moderate mean scores of (7.17) and (7.39). This indicates that students may not universally see the value of these strategies in the context of generating initial motivation.

Strategies focusing on personalizing tasks and creating an inspiring environment (statements 11 and 13) have high mean scores of (8.00) and (8.39), highlighting their significance in maintaining and protecting motivation. A student remarked, "I feel motivated because our teacher uses a topic that I like," (S3) aligning with the emphasis on personalizing tasks.

Statements 16, 17, and 19 with a high mean score of (8.50), (7.93), and (7.91) indicated a focus on encouraging positive self-evaluation. Collectively, these statements are associated with a holistic and encouraging approach to assessment. The findings suggest a move away from conventional grading methods that create stress, choosing instead to employ assessment as a tool for motivation.

However, statements 12 and 3 related to assigning specific roles in tasks and parental involvement, receive mean scores of (6.04) and (6.37). While relatively high, these scores suggest that students find these strategies less helpful. The most significant difference in student responses in found in statement 3, with a wide standard deviation of (3.122), indicating diverse opinions on the role of parental collaboration in motivation.

To sum up, the analysis shows a complex picture of students' perception of the helpful nature of motivational strategy, emphasizing the importance of feedback, making learning enjoyable and engaging learning, and creating a welcoming atmosphere. Qualitative findings align with quantitative data, emphasizing the high mean scores associated with motivational strategies such as teacher accessibility, creating an engaging atmosphere, and making learning enjoyable.

4.1 Table

Table 1. *Means and standard deviations of Student's rating of motivational strategies employed by their English teachers, in terms of their helpfulness (1 Means not important and 10 means extremely important.)*

	Statements	Mean	SD
1	My English teacher makes the students understand that learning English is important for their future.	8.00	2.33
2	My English teachers let the students know that the teacher is always there to help with their work.	8.67	1.814
3	My English teachers collaborate with parents and keep them informed.	6.37	3.122
4	My English teachers organize a classroom where everyone is friendly and accepting, where it's okay to make mistakes.	8.76	1.594
5	My English teachers encourage students to work together.	7.52	2.392
6	My English teachers show students good examples of how to use English.	8.67	1.564
7	My English teachers help students learn English in a fun way.	8.87	1.857
8	My English teachers make students enjoy English by teaching them about its culture.	7.17	2.735
9	My English teachers provide students with enough help and preparation to complete tasks.	8.85	1.920
10	My English teachers ensure that what they teach is connected to students' everyday lives.	7.39	2.612
11	My English teachers make tasks interesting by using topics that students like.	8.00	2.357
12	My English teachers engage students in tasks by assigning each person a specific role.	6.04	2.812
13	My English teachers show students what they are good at.	8.39	2.060
14	My English teachers let students express their opinion about their grades.	8.87	1.614
15	My English teachers provide students with feedback and inform them about how they are doing and what they can do better.	9.30	1.443
16	My English teachers use grades to encourage students, not just to stress them.	8.50	1.929

17	My English teachers grade based on how hard we work and how much we have improved, not just the results.	7.93	2.444
18	My English teachers use different ways to check students' learning, not just exams.	8.38	2.304
19	My English teachers help students understand how they are doing in their learning with tools that allow students to monitor themselves.	7.91	1.907

4.2 Which motivational strategies do students think their English teachers use frequently?

This analysis delves into students' perceptions regarding the frequency of motivational strategies utilized by English teachers. For each statement the mean is calculated, representing the average rating given by students on a 10-point scale. Furthermore, the mean scores, which vary between 5.33 and 7.76 provided a nuanced interpretation: scores above 7 indicate a significant degree of recognition, scores between 6 and 7 suggest a moderate degree and scores below 6 highlight potential areas that may need improvement. Additionally, standard deviation measures the spread of values around the mean with a lower standard deviation indicating higher agreement among students.

In the field of creating basic motivational strategies (statements 1,2,4,5) emphasizing the importance of learning English, encouraging collaboration, feedback, and expression, receiving high mean scores, signifying their regular integration into teaching practices. Qualitative insights align as well with recognition of constructive feedback and guidance, a student stated, "After an exam, my English teacher told me what I could improve, but also pointed out my strengths" (S16). Other students commented, "C was a very good teacher and encouraged me and others to do our best" (S35). "A specific moment was when my teacher told me that I could improve my English if I tried" (S30).

Furthermore, within the domain of generating initial motivation (statements 8 and 10), focused on going beyond regular lessons, blending language learning with cultural experiences, and connection to real life, exhibit mean scores suggesting a moderate degree of recognition. This implies room for enhancing students' appeal to English through cultural connections and everyday relevance. Students remarked, "When we worked with hip-hop" (S14), "Game" (S 37).

Strategies associated with maintaining and protecting motivation (statements 11,12,13,14) focus on creating tasks based on students' preference, task engagement, recognizing the strengths, expressing opinions, showing moderate mean scores, and suggesting potential areas where improvements can be made.

In encouraging positive self-evaluation, (statements 15, 16, 17, 18, and 19) associated with a holistic and encouraging approach to assessment students perceive the frequency

of these motivational strategies moderately. Moderate mean scores indicate a balanced recognition of their frequent use.

However, statements 3, collaboration with parents, and 17 grading based on effort and improvements stand out with substantial standard deviation, indicating diverse opinions regarding the frequency of implementing these motivational strategies.

The strategy of informing students that the teacher is always available for help receives a high mean score suggesting a significant degree of recognition, but the moderate diversity in responses suggests some variability in students' opinions. Moreover, perceptions regarding to organizing a friendly classroom and showing good examples of using English are notably positive.

In summary, students observe high integration of basic motivational strategies but suggest room for improvements in generating initial motivation. Strategies for maintaining motivation show moderate scores, indicating areas for refinement. Diverse opinions exist on collaborating and grading. Additionally, the strategy of teacher availability receives significant recognition. However, a positive perception of a friendly classroom and exemplary use of English highlight areas for further improvement. Moreover, the most frequently mentioned comment from students in this section pertains to teachers' encouragement and feedback, aligning with the quantitative data.

4.2 Table

Table 2. *Means and standard deviations of students' perception regarding the frequency of use of motivational strategies employed by their English teachers where 1 means almost never and 10 means almost always.*

	Statements	Mean	SD
1	Letting students understand that learning English is important for the students' future.	7.22	2.412
2	Letting students know that the teacher is always there to help with their work.	7.76	2.152
3	Collaborating with parents and keeping them informed.	5.33	2.805
4	Organizing a classroom where everyone is friendly and accepting, where it's okay to make mistakes.	7.48	2.622
5	Encourage students to work together.	7.37	2.416
6	Show students good examples of how to use English.	7.41	2.315
7	Help students learn English in a fun way.	6.85	2.512
8	Make students like English by teaching them about its culture.	6.11	2.976
9	Provide students with enough help and preparation to complete tasks.	7.15	2.241

10	Ensure that what they teach is connected to students' everyday lives.	6.48	2.881
11	Make tasks interesting by using topics that students like.	6.91	2.632
12	Engage students in tasks by giving each person a specific assignment.	6.11	2.998
13	Show students what they are good at.	6.54	2.562
14	Let students express their opinion about their grades.	7.02	2.963
15	Provide students with feedback and tell them how they are doing and what they can do better.	7.33	2.212
16	Use grades to encourage students, not just stress them.	6.57	2.994
17	Grade based on how hard we work and how much we have improved, not just the results.	5.93	3.158
18	Use different ways to check students' learning, not just exams.	6.54	2.614
19	Help students understand how they are doing in their learning with tools that allow students to monitor themselves.	6.35	2.575

4.3 Is there a difference between students' perceptions of their English teachers' motivational strategies and their opinions regarding the extent to which their English teachers use these strategies?

In this section, I present the results of a comparison of students' ratings of English teachers' motivational strategies in terms of the degree of helpfulness and their ratings that reflect how frequently they think English teachers use these strategies. It is noteworthy that I have only included the comparisons that show statistical differences.

A higher standard error suggests greater variability in responses. For instance, if a statement has a higher standard error and a negative z score with a low p-value it indicates not only students, on average, rate that motivational strategy lower than expected but also that there is considerable variability in how individual students perceive and respond to it.

By calculating Z scores for each statement, the analysis can identify statistically significant differences between students' expectations and their actual perceptions of how frequently these strategies are employed by their English teacher. Moreover, a negative Z-score indicates a gap between students' expectations regarding the implementation of motivational strategies and their actual perception of how frequently these strategies are put into practice by their English teacher. in other words, the Z-score illustrates how far students' opinions deviate from the average, with a negative value signifying students' rate is lower than average. Notably, the p-value for all the statements is less than 0.05 indicating that the results are unlikely to be due to random chance.

In the realm of creating basic motivational conditions (statements 1,2,3), students express clear expectations for their English teachers to emphasize the importance of learning English for their future, assure support, and create a welcoming and accepting classroom atmosphere. The gap between expectations and actual perceptions is notable, especially in creating a welcoming and accepting classroom atmosphere (statement 3) which exhibits the most negative and significant Z score (-3.087). this indicates a more substantial deviation from the mean. Statements 1 and 2 emphasize the importance of learning English for their future and assure support also have significant differences, with slightly less negative Z-score and higher p-values compared to statement 3. The overall pattern shows that while students generally expect their English teacher to emphasize the importance of learning English and assure support, there is a more significant gap when it comes to creating a welcoming and accepting classroom environment. A student remarked, "Encourage me on how English would help me in my life and tell me about the good things that would happen if I got an A grade" (S33). Other students stated, "Not put me in a group where I don't feel comfortable. Because I hate speaking English, and it's extremely difficult, so I don't want to be uncomfortable with it" (S30), "Explain in both Swedish and English and perhaps have videos showing what we should do" (S15), "Encourage me on how English would help me in my life and tell me about the good things that would happen if I get an A grade" (S33).

Moving to strategies aimed at generating initial motivation (statements 4,5,6,7,8), which show highly significant negative Z scores and low p-values, suggesting a significant gap between students' expectations and their actual perceptions of how frequently these strategies are employed by their English teacher. Students consistently rate their English teachers lower than average in demonstrating examples of how to use English, making learning enjoyable, ensuring support, highlighting strengths, and ensuring relevance to daily life. Standard Error in the range of 45.888 to 53.125 suggests variability in the responses, but the differences are not extreme. The most significant gap is observed in statement 5. making learning enjoyable (-4.336), showing the biggest gap between students' expectation and their perception of the frequent use of this strategy by their teacher. Students remarked, "Examples of how to start and how other students have done the assignments" (S44), and "Have interesting topics" (S21). Another student commented, "Talking about interesting things so that we can be interested" (S10).

Strategies focused on maintaining and protecting motivation (statements 9,10, and 11) also reveals a significant gap between students' expectation and actual perceptions. While students anticipate making tasks engaging, showing strengths, and allowing students to express opinions about their grades the recognition of frequencies falls short, especially in making tasks engaging (statement 9), which shows statistical significance (p-value: 0.007). A student stated, "As I mentioned earlier, perhaps making the assignment or assignments more interesting by doing something as a class or in a small group. Also ensuring that the tasks are not so boring" (S7). Another student mentioned, "Have a question-and-answer session" (S1), and "Talk more with everyone in the class" (S4).

In the domain of encouraging positive self-evaluation (statements 12 through 16), substantial differences emerge between expectations and reality. Providing feedback on performance (statement 12), using grades to encourage (statement 13), grading based on efforts and improvements (statement 14), using different ways to check students' learning (statement 15), and helping students with self-monitoring (statement 16) all exhibit a notable gap, emphasizing students' perception that deviates considerably from their expectation. Notably, statement 12, focusing on providing feedback, indicates an exceptionally significant difference from what students expected. Additionally, grading based on efforts and improvements shows that responses may vary but the significant Z-score and *p*-value signify a clear and notable divergence. A student commented, "By having a discussion and asking which grade I want and how I can achieve that grade" (S13). Other students stated, "Pointing out mistakes and where you need to correct and improve" (S43) and "That it tells me what I can improve on, especially if I have made a mistake so that I can do better in the future" (S8).

In conclusion, the finding in this section highlights that the students perceive considerable differences between what they expect and what they experience in English teachers' motivational strategies. The analysis identifies substantial gaps in the creation of basic motivational conditions, particularly in establishing a welcoming classroom environment. Additionally, strategies aimed at generating initial motivation exhibit significant differences, with the most significant gap observed in making learning enjoyable. Similarly, maintaining and protecting motivation strategies, especially in making tasks engaging, fall short of students' expectations. Moreover, strategies promoting positive self-evaluation show considerable deviations, emphasizing the clear contrast between students' anticipation and the reality they perceive. The quantitative data aligns with the qualitative insight revealing a discrepancy in the implementation of strategies such as interesting and enjoyable topics, considering students' preferences, clarity in instructions and engaging activities, and detailed explanations in feedback.

4.3 Table

Table 3. Significant differences in students' perception of the helpful nature of teachers' motivational strategies and their opinions about their teachers' frequent use of the strategies.

		Standard Error	Z score	P-value
1	My English teacher emphasizes the importance of learning English for students' future.	45.768	-2.25	0.024
2	My English teachers consistently assure students that they are always there to help with their work.	50.641	-2.458	0.014

3	My English teachers create a welcoming and accepting classroom environment where it's okay to make mistakes.	50.691	-3.087	0.002
4	My English teachers demonstrate good examples of how to use English to students.	50.543	-3.759	<,001
5	My English teachers make learning English enjoyable for students.	48.433	-4.336	<,001
6	My English teachers enhance students' enjoyment of English through cultural teaching.	45.888	-3.007	0.003
7	My English teachers make sure students are well-supported and prepared to accomplish their task.	53.125	-3.784	<,001
8	My English teachers ensure that their teachings are relevant to students' daily live.	53.058	-2.394	0.017
9	My English teachers make tasks engaging with topics that students find interesting.	48.362	-2.678	0.007
10	My English teachers show students' strengths and accomplishments.	60.687	-3.831	<,001
11	My English teachers let students express their opinion about their grades.	46.099	-3.471	<,001
13	My English teachers use grades to encourage, not just stress.	46.079	-3.928	<,001
14	My English teachers grade based on efforts and improvements rather than focusing on the final results.	65.979	-3.547	<,001
15	My English teachers use different ways to check students' learning, not just exams.	55.768	-3.541	<,001

| 16 | My English teachers help students in self-monitoring their learning | 53.158 | -3.866 | <,001 |

5. Discussion

In this chapter, the results of the data analysis are discussed addressing the three research questions in separate sections. The results are discussed concerning motivational strategies in second language learning and insights from previous studies.

5.1 Motivational strategies preferred by students

The results of the current study reveal an overall positive perception among students regarding the helpfulness of motivational strategies employed by their English teachers. Examining previous studies offers insights into the broader context of students' perceptions of motivational strategies in English language learning.

Truong's (2018) investigation in Vietnam highlights the differences between teachers' and students' perceptions related to task-related motivational strategies. This difference is not explicitly discussed in the current study. It is noteworthy that in Truong's study students value the teacher's readiness to answer questions and the inclusion of enjoyable elements which aligns with this study. Moreover, when designing motivational tasks in EFL classrooms it is important to consider students' perceptions. However, both studies converge on the importance of feedback, teacher accessibility, and creating a supportive environment, making learning enjoyable and engaging learning experiences. The findings from both studies collectively highlight the complexity of understanding students' perceptions and the need for alignment between teacher and student views.

In both Erdil-Moody and Thompson's (2020) study and this current study, the strategy of providing constructive feedback is highly valued by students. Both studies show that students generally express a positive view of teachers' supportive and effective behavior, including feedback. Additionally, both studies highlight the significance of teachers' accessibility, a welcoming atmosphere, importance of making learning enjoyable and engaging are highly valued by students.

Greene et al. (2004) is the most relevant study to this research question. It focuses on the impact of students' perceptions of classroom structures and highlights the importance of a supportive environment, motivating tasks and their impact on students' engagement and links self-efficacy to students' engagement and performance which aligns with this study, emphasizes teacher accessibility and supportive environment, making learning enjoyable and encouraging positive self-evaluation.

Mauludin et al. (2023) focus on motivational strategies for mastering skills in the context of vocational education. Their result emphasizes the motivating role of feedback, positive relationships, constant encouragement, clear instructions, and managing various activities

which align with the result of the current study in emphasizing strong students' appreciation for receiving constructive feedback, teacher accessibility, and a welcoming atmosphere, making learning enjoyable and positive self-evaluation.

Both in the current study and Mauludin's (2021) study, students value various aspects of the learning environment. Both studies identified, building positive teacher-student relationships, suggesting constructive feedback, creating an enjoyable learning environment to decrease anxiety associated with learning a foreign language, and considering students' preferences as crucial.

The studies by Mauludin et al. (2023) and Mauludin (2021) do not directly answer the specified question. However, these studies contribute to the broader understanding of motivational strategies in language education.

In summary, the present study underscores students' highly positive perceptions of the helpful nature of motivational strategies by their English teachers. Aligning with prior research, the study highlights constructive feedback, accessible teachers, and a supportive and enjoyable learning atmosphere as the most appreciated motivational strategies from students' perceptions.

5.2 Motivational strategies students think their English teachers use frequently

The present study found a high integration of basic motivational strategies such as emphasizing the importance of learning English, encouraging collaboration, and providing collaborative feedback. However, strategies aimed at generating initial motivation such as blending language learning with cultural experiences, and connection to real life, and maintenance strategies such as creating tasks based on students' preference and task engagement, received comparatively lower recognition.

In contrast, Truong (2018) expands the discussion by considering both teachers' and students' viewpoints on task-related motivational strategies, adding depth to the discussion. The finding showed some differences in priorities between teachers and students, especially in aspects like task presentation and level. Both the present study and Truong's (2018) study emphasize feedback and recognition of strengths. Students perceive a widespread use of motivational strategies by their English teachers, showing strengths in basic strategies but also indicating room for improvement in generating initial motivation and maintaining motivation.

Erdil-Moody and Thompson (2020) delve into motivational strategies related to L2 self and show differences between instructors' and students' perceptions. Instructors preferred strategies promoting interaction, a conductive learning environment, and students' progress while strategies aimed at promoting students' self-image were less frequently employed. Erdil-Moody and Thompson's (2020) study, students generally provided lower ratings for certain strategies, particularly, those related to promoting their ideal delf-image. This aligns with the current study where encouraging positive self-evaluation is moderately perceived by students. Notably, grading based on effort and improvements

shows substantial standard deviation, indicating different opinions between students regarding the frequency of using these motivational strategies.

Mauludin et al. (2023) and delved into the role of motivational teaching strategies in English for specific purposes (ESP) classes within higher education. The study emphasized the importance of tailoring motivational approaches to address individual student needs. While do not directly address the specified question, they offer additional context on motivational teaching strategies in ESP classes. Additionally, they contribute to a holistic understanding of motivational strategies in language education, aligning with the present study, which suggests a generally positive perception. Several strategies such as informing students of the teacher's availability for help, organizing a friendly classroom, and showing good examples of using English were particularly well-received. These findings resonate with the idea that the surroundings and behavior of a society or group, including the teacher, have a crucial role in motivation (Wery & Thomson, 2013)

However, notable variations were observed in certain strategies, as evidenced by lower mean scores and higher standard deviations. For instance, collaboration with parents and grading based on effort and improvements received lower mean scores, suggesting a need for improvement in these areas. The diversity in responses regarding these strategies indicates a significant range of opinions among students.

The study by Oxford and Shearin (1994) guides teachers in understanding and supporting students in learning a new language. The study emphasizes the importance of recognizing the various purposes students may have for learning a language, such as communication, travel, or meeting. Additionally, teachers are encouraged by acknowledging both internal and external motivators to adapt their methods to fulfill the different needs of their students. In addressing the research question, it is important to consider the multifaced nature of motivation and strategies to match each student's unique goals in learning English.

5.3 Expectations and experience about teachers' motivational strategies

The comparison of students' preferred motivational strategies and their perception of how often these strategies are used by their English teacher reveals significant gaps and variations.

The study reveals that certain motivational strategies, such as making learning enjoyable (statement 5), providing feedback on performance (statement 12), and using grades to encourage and not stress (statement 13), had highly significant negative Z scores, indicating that students expect a more frequent implementation of these strategies. This aligns with Truong's (2018) and Erdil-Moody and Thompson's (2020) findings, emphasizing the need for alignment between expectations and perceptions.

The findings regarding strategies for creating basic motivational conditions and generating initial motivation show that students expect their English teachers to

emphasize the importance of learning English and provide support. A significant gap exists between these expectations and the perceived reality, especially, in establishing a welcoming classroom (statement 3) and making learning enjoyable (statement 5). This aligns with Truong's (2018) emphasis on the importance of aligning teacher and student perceptions. Moreover, Truong's (2018) study also highlighted differences between teacher's and students' priorities, underlining the importance of understanding students' expectations for motivating tasks.

Additionally, the findings reveal a significant gap in maintaining and protecting motivation, especially, in making tasks engaging (statement 9). This result shows the importance of understanding the contribution of classwork to future success, as mentioned in Greene et al.'s (2004) study. The students expect more interesting assignments, suggesting a need for tasks that go beyond conventional approaches. Mauludin's (2021) emphasis on creating enjoyable classrooms aligns with the current study's findings' emphasis on creating a comfortable and enjoyable learning atmosphere. The identified gaps in generating initial motivation, especially in making learning enjoyable, align with the challenge of motivating ESP students who may lack personal interest in English. This highlights the importance of enjoyable classrooms to alleviate anxiety associated with learning English.

The study by Mauludin et al. (2023) emphasizes the importance of recognizing individual needs. The current study aligns with this perspective, highlighting significant gaps in strategies related to initial motivation and positive self-evaluation which emerges as a crucial consideration.

In the domain of encouraging positive self-evaluation, the findings indicate significant differences between students' expectations and perceived reality. Providing feedback on performance (statement 12) shows an exceptionally significant difference, emphasizing a need for more effective feedback practices. This aligns with the results of Erdil-Moody and Thompson (2020), which highlighted the impact of teachers' supportive behaviour on student motivation.

6. Conclusion

The study focused on three key aspects: the perceived helpfulness of motivational strategies, the frequency of their implementation by English teachers, and the differences between students' preferences and their perception of the strategies' actual usage.

The comparison between students' preferred motivational strategies and their perception of how often these strategies are used by their English reveal significant gaps. Students express a desire for more frequent use of strategies like making learning enjoyable and providing effective feedback, aligning with previous studies highlighting the crucial role of meeting students' expectations. In addition, the study highlights significant disparities in creating basic motivational conditions and generating initial motivation. The results show the importance of adopting methods to meet individual needs, aligning with

Mauldin's focus on acknowledging the diverse requirements of students. Moreover, the study emphasizes the central role of effective feedback, aligning with earlier studies on teacher support's positive impact on students' motivation. Recognizing these gaps is important for optimizing the impact of motivational strategies in the context of learning English.

While this study provides valuable insights into students' perceptions of English teachers' motivational strategies, it is essential to acknowledge its limitations. The absence of insights from English teachers themselves leaves a gap in our understanding of motivational strategies in the classroom. To overcome this limitation in future research, it is recommended to incorporate the perspectives of teachers. This can be achieved through interviews, classroom observations, and the integration of perspectives from both teachers and students.

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Appendix A-The questionnaire

Section 1 of 4

Motivation

Hello,

My name is Farimah Ferdosi, and I am in the final semester of the subject teacher program at Stockholm University. My thesis revolves around students' perceptions of motivation.

Your participation in this survey is highly valuable and will help us understand how students perceive everything English teachers do to make them interested in learning English.

No personal information will be disclosed, and your response will be anonymous. By completing the survey, you provide your consent to participate in the study.

Thank you very much for your time and participation!

1.) By clicking yes, you give your consent to participate in the study.
   Yes

2.) How old are you?
   14 or younger
   15
   16
   17
   18 or older

3.) What grade did you receive in your most recent completed English course?
   A
   B
   C
   D
   E
   F

4.) According to yourself, what is your current proficiency level in English?

   F   1   2   3   4   5   6   A

5.) You are…
Female
Man
Non-binary
Other

Section 2 of 4

Part 1

Think about all the English teachers you have had! Which of these activities do you consider important to help you learn English? Please rate each activity on a scale from one (not important) to 10 (very important).

1.) It is important that my English teachers convey to students that learning English is crucial for their future.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

2.) It is important that my English teachers let students know that the teacher is always there to help with their work.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

3.) It is important that my English teachers collaborate with parents and keep them informed.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

4.) It is important that my English teachers create a classroom where everyone is friendly and accepting, where it's okay to make mistakes.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

5.) It is important that my English teachers encourage students to work together.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

6.) It is important that my English teachers set good examples for students on how to use English.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

7.) It is important that my English teachers help students learn English in a fun way.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

8.) It is important that my English teachers make students enjoy English by teaching them about its culture.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

9.) It is important that my English teachers provide students with enough assistance and preparation to complete tasks.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

10.) It is important that my English teachers ensure that what they teach is connected to students' everyday lives.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

11.) It is important that my English teachers make tasks interesting by using subject areas that students like.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

12.) It is important that my English teachers involve students in tasks by giving each person a specific role.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

13.) It is important that my English teachers show students what they are good at.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

14.) It is important that my English teachers allow students to express their opinions about their grades.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

15.) It is important that my English teachers provide students with feedback and tell them how they are doing and what they can improve.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

16.) It is important that my English teachers use grades to encourage students, not just to stress them.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

17.) It is important that my English teachers grade based on how hard we work and how much we have improved, not just the results.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

18.) It is important that my English teachers use various ways to assess students' learning, not just exams.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

19.) It is important that my English teachers help students understand how they are doing in their learning with tools that allow students to self-monitor.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

Section 3 of 4

Part 1

Think about all the English teachers you have had. How often do your English teachers use these methods to keep you motivated in class?

1.) Most of my English teachers usually convey to students that learning English is crucial for their future.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

2.) Most of my English teachers usually let students know that the teacher is always there to help with their work.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

3.) Most of my English teachers usually collaborate with parents and keep them informed.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

4.) Most of my English teachers usually organize a classroom where everyone is friendly and accepting, where it's okay to make mistakes.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

5.) Most of my English teachers usually encourage students to work together.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

6.) Most of my English teachers usually set good examples for students on how to use English.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

7.) Most of my English teachers usually help students learn English in a fun way.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

8.) Most of my English teachers usually make students enjoy English by teaching them about its culture.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

9.) Most of my English teachers usually provide students with enough assistance and preparation to complete tasks.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

10.) Most of my English teachers usually ensure that what they teach is connected to students' everyday lives.

Strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

11.) Most of my English teachers usually make tasks interesting by using subject areas that students like.

strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

12.) Most of my English teachers usually involve students in tasks by giving each person a specific role.

strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

13.) Most of my English teachers usually show students what they are good at.

strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

14.) Most of my English teachers usually allow students to express their opinions about their grades.

strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

15.) Most of my English teachers usually provide students with feedback and tell them how they are doing and what they can improve.

strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

16.)Most of my English teachers usually use grades to encourage students, not just to stress them.

strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

17.)Most of my English teachers usually grade based on how hard we work and how much we have improved, not just the results.

strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

18.)Most of my English teachers usually use various ways to assess students' learning, not just exams.

strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

19.)Most of my English teachers usually help students understand how they are doing in their learning with tools that allow students to self-monitor.

strongly disagree   1   2   3   4   5   6   7   8   9   10   Strongly agree

Section 4 of 4

Part 3

Feel free to share your thoughts and provide answers to the questions!

1.) Explain what motivates you the most to learn English in the classroom?
2.) Can you remember a specific moment when an English teacher influenced your experience of learning English? Please describe it.
3.) How can English teachers create class assignments that you find interesting and exciting?
4.) How can English teachers provide feedback on your work in a way that makes you want to do better? Please explain that.
5.) What do you want your English teacher to do in class to keep you interested when working on assignments?