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EFL LEARNERS' PERCEPTIONS OF THEIR TEACHERS' EXPLICIT MOTIVATIONAL STRATEGIES: A PILOT QUESTIONNAIRE STUDY AT TWO HUNGARIAN UNIVERSITIES

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Abstract: Empirical studies focusing on the ways in which adult learners of English, especially students at tertiary level, can be motivated can rarely be found in the EFL context although the teacher's role is acknowledged as important in creating and maintaining a motivating classroom setting (Kálmán, 2018). Therefore, the present study aims to investigate EFL learners' perceptions concerning one particular motivational factor, namely their university EFL teachers' use of explicit motivational strategies in the Hungarian higher education context. Data for the present study were collected from two universities in the country, using a 5-point Likert scale questionnaire. The results show that *Displaying appropriate teacher behaviours*, *Creating a pleasant classroom climate*, *Promoting learners' self-confidence*, and *Recognising learners' effort* are among the most important motivational dimensions among the learners. The strongest correlations appeared between *Recognising learners' effort* and *Promoting learners' self-confidence* scales, and between the *Creating a pleasant classroom climate* and *Displaying appropriate teacher behaviour*. These findings imply that participants who are motivated by teacher recognition and appreciation of their efforts are equally motivated by teachers' efforts to enhance learners' self-confidence. Furthermore, the results indicates that appropriate teacher behaviour plays a vital role in establishing a supportive and pleasant classroom climate where learners feel comfortable and motivated.

Keywords: EFL teacher's role, explicit motivational strategies, motivation, adult learners of English, tertiary level

1 Introduction

Motivation is widely recognised as one of the major factors determining L2 achievement and attainment (e.g., Csizér & Dörnyei, 2005; Horváth & Kálmán, 2020; Lee & Lin, 2019). Guilloteaux (2013) stated that teaching second and foreign language students who lack motivation is one of the primary challenges for language teachers in many teaching contexts. Montalvo et al. (2007) emphasised the important role of teachers in motivating their students, noting that some students have higher levels of motivation when they are in certain teachers' classes while demonstrating lower levels of motivation in others. It has been suggested that language teachers should be responsible for eliciting and maintaining the motivation of their students in order to create a motivating classroom setting (Kálmán, 2018; Lee & Lin, 2019). According to Dörnyei and Ushioda (2011), "almost everything a teacher does in the classroom has a motivational influence on students, which makes the teacher's behaviour a

powerful motivational tool” (p. 109). Reflecting on these opinions, it can be argued that language teachers play a vital role in the development of their students’ motivation to language learning. However, little attention has been paid to the role of teachers in motivating language learners (Dewaele et al., 2018). Therefore, further investigation into the role of English as a Foreign Language (EFL) teachers in motivating their learners is warranted. This study is embedded in an EFL rather than an English as a Lingua Franca (ELF) context as in this research context, as the use of English in Hungarian universities is institutional and formalised in this research setting. Although university classrooms are often linguaculturally diverse with students from various backgrounds, in this particular research context, English serves as a foreign language in an academic context where it is primarily used for instructional and educational purposes. The participants use English to fulfil their academic requirements and achieve success rather than as a lingua franca for everyday intercultural communication.

Empirical studies examining the ways in which adult learners of English, especially tertiary-level students, may be motivated can rarely be found in the EFL context although the teacher’s role is said to be important in creating and maintaining a motivating classroom setting (Kálmán, 2018). Therefore, this quantitative study aims to investigate this issue from the EFL learners’ perspective to reveal their perceptions of their university teachers’ use of explicit motivational strategies in the Hungarian higher education context. While research on teachers’ use of motivational strategies in the Hungarian context exists, these studies have mainly focused on participants in primary and secondary education rather than tertiary level. Thus, this empirical study seeks contribute to this research niche and provide empirical evidence in relation to tertiary EFL teachers’ use of explicit motivational strategies in the Hungarian higher education context.

2 Literature review

2.1 L2 motivation

Motivation plays a crucial role in second and foreign language learning in general (Shili, 2023) and in language classrooms in particular (Al Kaboody, 2013). Students in EFL teaching contexts (where English is not the native language) learn English primarily for the purpose of international communication across diverse settings. In contrast, students in ESL teaching contexts (where English is the dominant language) learn English with the aim of thriving in the English-speaking environment in which they reside (Ellis, 2015; Harmer 2015). Given that English is taught as a foreign language in Hungary, where the official language is Hungarian and not English, in this pilot study, the term EFL is used.

Motivation has been investigated extensively in the field of second and foreign language learning (Cheng & Dörnyei, 2007; Dörnyei 2018; Dörnyei & Csizér, 1998; Khasinah, 2014; Lamb, 2017; Ushioda, 2014). Its important is highlighted by Dörnyei (2018): “motivation provides the primary impetus to initiate L2 learning and, later

on, the driving force to sustain the lengthy and often tedious learning process” (p. 1). Ellis (2015) stated that “motivation is primarily seen as affecting the rate of learning and ultimate achievement” (p. 46) and argued that learners’ motivation closely tied to their attitudes towards the target language and its community. Similarly, Dörnyei (2010) claimed that “without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language” (p. 74). As these perspectives demonstrate, having and sustaining motivation is essential for language learners in the process of achieving mastery in the L2.

Wong (2014) asserted that “motivation research seeks to explain why students behave and think as they do, what causes students to succeed in learning, and what causes them to fail” (p. 134). Without sufficient motivation, learners may struggle to accomplish their long-term goals, even if they possess remarkable abilities (Cheng & Dörnyei, 2007; Dörnyei, 2018; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008). Dörnyei (2018) characterises motivation as concerning “the direction and magnitude of human behaviours, explaining the choice of a particular action, persistence in it, and the effort expended on it” (p. 1). In addition to this, maintaining an adequate or high-level motivation is vital for learning a language as it can sustain the effort required to reach a high level of proficiency in a second language (Csizér & Dörnyei, 2005).

Csizér (2020) claimed that the definition of L2 motivation should include the teacher, the learners, and the classroom or learning environment. Drawing on the teachers’ and researchers’ perspectives on L2 motivation, she defined L2 motivation as follows:

[L2 motivation is] an interactional process which subsumes effort and persistence to learn a foreign language, and which is co-constructed by teachers and students alike in the classroom with an effect on activities and learning taking place both within and outside the classroom. (p. 11)

Although “motivation is not the sole responsibility of the teacher” (Harmer, 2015, p. 91), teachers can partially or fully influence their learners’ motivation through the teaching and learning process. As teachers can both motivate and demotivate their students, their role in shaping the learners’ motivation in language learning situations is substantial.

2.2 Motivational strategies and English language teachers’ explicit roles in motivating L2 learners

Motivational strategies are defined as techniques which can enhance the learners’ goal-related behaviour (Dörnyei, 2001). Dörnyei further describes motivational strategies as “motivational influences that are consciously exerted to achieve some systematic and enduring positive effect” (2001, p. 28). Similarly, Lamb (2017) characterises them as “techniques deployed by teachers to deliberately enhance learner motivation” (p. 302). However, it is suggested that no single

motivational strategy can universally motivate every learner due to the dynamic characteristics of the classroom context (Dörnyei & Muir, 2019; Guilloteaux, 2013). According to Kálmán (2023), motivational strategies used by teachers for the purpose of enhancing student motivation are labelled as explicit. In other words, the role of the teacher is tied to the explicit use of motivational strategies or techniques in the classroom to increase learners' motivation.

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1. Set a personal example with your own behaviour.
 2. Create a pleasant, relaxed atmosphere in the classroom.
 3. Present the tasks 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. Personalise the learning process.
 9. Increase the learners' goal-orientedness.
 10. Familiarise learners with the target language culture.
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Table 1. Ten commandments for motivating language learners (Dörnyei & Csizér, 1998, p. 215)

One theoretical foundation underlying teachers' perceptions and practices regarding L2 motivational strategies is that of Dörnyei and Csizér (1998), whose research produced 'Ten commandments for motivating language learners' (i.e., ten motivational macro-strategies; Table 1). Guilloteaux (2013) noted that their empirical research succeeded in making "motivational strategies more teacher-friendly" (p. 1). Dörnyei (2001) proposed four motivational aspects of teaching practice in the L2 classroom wherein teachers should (1) create the conditions for student motivation, (2) generate their initial motivation, (3), maintain and protect their motivation, and (4) encourage students to engage in positive self-evaluation. Through this approach, language teachers are responsible for eliciting and maintaining high levels of learner motivation in the classroom (Cirocki et al., 2019; Lee & Lin, 2019). Based on the four motivational aspects of teaching practice above, Dörnyei (2001) formulated a taxonomy of motivational strategies comprising 35 macro-strategies (See Table 2) and 102 micro-strategies, which has also had a significant influence on the field of L2 motivation. Wong (2014) considered this framework to be "comprehensive and grasped both the importance of the dynamic nature of motivation and its relations to the learning environment" (p. 133). However, since classroom settings and language learners vary from one another, the effectiveness of motivational strategies may differ across contexts. In other words, "there is no universal motivational strategy that can be applied to all EFL classrooms across all cultures" (Wong, 2014, p. 146). This viewpoint was also supported by Cheng and Dörnyei (2007), who argued that the use of motivational techniques might vary based on *culture-specific variables*. Kálmán (2023) highlights additional influences, stating that "differences in teachers as regards career stage and training, as well as differences in learners stemming from proficiency level and age, can also significantly affect the outcome of

the use of motivational strategies” (p. 25). Therefore, it is important for English language teachers to know how to use motivational strategies effectively and efficiently depending on their context and learners.

Motivational strategies: Creating the basic motivational conditions

1. Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.
2. Take the students’ learning very seriously.
3. Develop a personal relationship with your students.
4. Develop a collaborative relationship with the students’ parents.
5. Create a pleasant and supportive atmosphere in the classroom.
6. Promote the development of group cohesiveness.
7. Formulate group norms explicitly, and have them discussed and accepted by the learners.
8. Have the group norms consistently observed.

Motivational strategies: Generating initial motivation

9. Promote the learners’ language-related values by presenting peer models.
10. Raise the learners’ intrinsic interest in the L2 learning process.
11. Promote ‘integrative’ values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreigners in general.
12. Promote the students’ awareness of the instrumental values associated with the knowledge of an L2.
13. Increase the students’ expectancy of success in particular tasks and in learning in general.
14. Increase your students’ goal-orientedness by formulating explicit class goals accepted by them.
15. Make the curriculum and the teaching materials relevant to the students.
16. Help to create realistic learning beliefs.

Motivational strategies: Maintaining and protecting motivation

17. Make learning more stimulating and enjoyable by breaking the monotony of classroom events.
18. Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.
19. Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.
20. Present and administer tasks in a motivating way.
21. Use goal-setting methods in your classroom.
22. Use contracting methods with your students to formalise their goal commitment.
23. Provide learners with regular experiences of success.
24. Build your learners’ confidence by providing regular encouragement.
25. Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.
26. Build your learners’ confidence in their learning abilities by teaching them various learner strategies.
27. Allow learners to maintain a positive social image while engaged in the learning tasks.
28. Increase student motivation by promoting cooperation among the learners.
29. Increase student motivation by actively promoting learner autonomy.
30. Increase the students’ self-motivating capacity.

Motivational strategies: Encouraging positive self-evaluation

31. Promote effort attributions in your students.
 32. Provide students with positive information feedback.
 33. Increase learner satisfaction.
 34. Offer rewards in a motivational manner.
 35. Use grades in a motivating manner, reducing as much as possible their demotivating impact.
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Table 2. 35 macro-motivational strategies (Dörnyei, 2001, pp. 137–144)

Regarding empirical research on motivational strategies, Csizér (2017) claimed that researchers have mainly focused on language learners themselves rather than the effects of L2 instruction on their learning process. At the same time, she encouraged researchers to conduct empirical research on motivational strategies in classroom settings, as well as research on language teaching strategies. Similarly, Dörnyei and Ushioda (2011) also suggested that a key role of educational researchers is to enhance language teachers' motivational awareness providing them a range of potentially valuable insights and suggestions from which teacher can select based on their specific priorities, concerns, and the unique characteristics and composition of their students.

2.3 Empirical research on English language teachers' use of motivational strategies in motivating L2 learners

Several studies have examined teacher's explicit use of motivational strategies to enhance student motivation. Cheng and Dörnyei (2007) conducted a large-scale research project in Taiwan, which was a modified replication of the study carried out by Dörnyei and Csizér (1998) in the Hungarian context. Their aim was to investigate the motivational strategies used by Taiwanese teachers of English focusing on how important they perceived certain motivational strategies and how frequently they applied these strategies in their teaching practice. According to the findings of their survey, *displaying motivating teacher behaviour, promoting learner's self-confidence, creating a pleasant classroom climate, and presenting tasks properly* (Cheng & Dörnyei, 2007) were among the most important motivational strategies. These results were similar, though not the same as the rank order identified in Dörnyei and Csizér' (1998). One notable finding was that although Taiwanese teachers did not frequently use the strategy of *promoting learner autonomy*, teachers in the Hungarian context regarded this strategy as important to increase student motivation in their classrooms. Thus, it can be concluded that motivational strategies used by the Taiwanese teachers of English were somewhat similar to those used by English teachers in Hungary. While some of the motivational strategies were transferable across contexts, others differed apparently influenced by cultural factors. Based on the results of Cheng and Dörnyei's (2007) research, *showing motivating teacher behaviour, enhancing learners' self-confidence, creating an enjoyable and pleasant classroom atmosphere, and presenting task properly* are regarded as important explicit motivational strategies for motivating learners in both contexts. However, as opposed to Hungarian teachers, teachers in Taiwan do not consider *promoting learner autonomy* to be an important motivational strategy for motivating their learners.

Sugita and Takeuchi (2010) investigated English teachers' uses of motivational strategies in a different Asian context: Japan. Several pedagogical insights can be drawn from their findings. Notably, some motivational strategies, such as *keeping the class goals achievable, and bringing in and encouraging*

humour in the classroom, showed no correlation with student motivation despite being used frequently, and thus, it is vital to put much emphasis on the difference in learners' English proficiency level when they try to enhance the motivation of their students.

Research carried out by Wong (2014) investigated motivational strategies aimed at enhancing student motivation in the Chinese EFL context, aligning with the two above-mentioned studies in that its framework was based on the motivational strategies proposed by Dörnyei (2001) and Dörnyei and Csizér (1998). Wong's (2014) findings identified 25 motivational strategies that were most frequently used among Chinese EFL teachers. Among them, the top five were as follows: *offering rewards to students, using small group tasks, bringing in and encouraging humour, preventing rigid seating patterns, and making sure students receive sufficient preparation and assistance*. Cirocki et al. (2019) also conducted similar research in the Ecuadorian context on a larger scale. Their results revealed that *creating a friendly classroom atmosphere and a cohesive learner group, selecting and presenting instructional activities, and displaying appropriate teacher behaviour* were the most effective motivational strategies.

In light of the aforementioned investigations, it can be concluded that motivational strategies that prove effective in one context might be less effective or ineffective in other contexts. Even in the Asian EFL context, the use of motivational strategies varies depending on the country and its education system. For example, the *introducing humour* strategy is frequently used in the Chinese EFL context (Wong, 2014), whereas Japanese teachers of English do not use it consistently despite regarding it as an effective strategy in motivating their learners (Sugita & Takeuchi, 2010). These findings suggest that the effectiveness of motivational strategies is influenced by cultural background, and teachers should consider whether the strategies they use are genuinely effective for motivating their learners. Furthermore, instructors should also consider applying different effective strategies throughout a lesson or course, as "learners tend to demonstrate a fluctuating level of commitment even within a single lesson, and the variation in their motivation over a longer period can be dramatic" (Dörnyei, 2003, p. 17).

3 Research Method

This study employs quantitative methodology to investigate which motivational strategies used by tertiary EFL teachers are perceived as motivating by their learners. The decision to adopt a quantitative approach was driven by two main reasons. Firstly, this study aims to measure the reliability of the adapted motivational strategy constructs from three previous empirical research studies (Alrabai, 2014; Cheng & Dörnyei, 2007; Guilloteaux, 2013) in the context of Hungarian higher education. Secondly, in order to identify the correlational relationships between scales, a quantitative questionnaire was deemed to be the most appropriate instrument (Dörnyei, 2007).

The purpose of the study was twofold. First, it sought to pilot a questionnaire designed specifically to measure the reliability of the adapted constructs of explicit motivational strategies in the context of Hungarian higher education. Secondly, based on the data collected, it aimed to investigate perceived importance among tertiary level EFL learners regarding the influence of different motivational strategies used by their EFL teachers. Therefore, this questionnaire study will answer the following research questions:

RQ1: Can constructs measuring explicit motivational strategies be adapted to reliably measure tertiary EFL teachers' explicit motivational strategies in motivating EFL learners in the Hungarian higher education context?

RQ2: Which of the motivational strategies used by EFL teachers do EFL learners perceive to be motivating in the Hungarian higher education context?

(i) Are there any differences between the perceptions of Hungarian students and international students with regard to their EFL teachers' explicit motivational strategies?

(ii) Are there any differences between the perceptions of male and female participants with regard to their EFL teachers' use of explicit motivational strategies?

RQ3: What are the correlational relationships between the scales?

3.1 Participants and context

54 tertiary EFL learners participated in this study, all of whom were learning English at two universities in Hungary: one in the capital city and another in a rural town. They were recruited through *convenience sampling*, one of the most common sampling methods (Dörnyei, 2007). This sampling technique allows the researcher to collect data efficiently within a short period of time and tends to be cost-effective since it does not need extensive efforts to recruit participants. Among the 54 participants, there were 18 males (33.3%) and 36 females (66.7%). With regard to their nationality, 30 participants (55.6%) were Hungarian students, while 24 participants (44.4%) were international students, consisting of Ecuadorian, Russian, Chinese, Kazakh, Vietnamese, Ukrainian, Myanmar, Kenyan, Polish, Algerian, Malaysian, Turkish, Iranian and Indonesian learners. Among the participants, 78% were majoring in English, and 22% were from different specialisations (e.g., computer science, physics, educational science and neuroscience), all of whom had experience in attending English language university courses. They were enrolled in different study programmes (i.e., B.A., M.A., and Ph.D. programmes). Moreover, 31% of the participants were

teacher trainees. The participants' self-perceived English proficiency levels were B2 and above; as such, data was collected using an English-language questionnaire. On average, they had been learning English for about 13 years ($M = 13.96$; $SD = 7.10$). The majority of the participants were attending a university in the capital city (89%), while 11% were from a university in the rural town. All the participants in this study had studied at least two semesters at the Hungarian universities, and 91% of them had study abroad experience, whereas only 9% did not. The relatively high number is partly due to the fact that the international student participants currently studying in Hungary described their current studies as studying abroad. Since one of the purposes of this research was to pilot the adapted questionnaire, a small sample size was deemed sufficient for analysing trial data. Dörnyei and Csizér (2012) suggested that researchers need around 50 participants for a pilot study in order to uncover meaningful correlations. The inclusion of both Hungarian and international students in this study was seen as important as the selected context is higher education, and many international students come to study at Hungarian universities. Due to this diversity, the perceptions of those students towards the explicit motivational strategies used by their language teachers might differ due to the participants' different geographical and cultural backgrounds. Furthermore, focusing on the perceptions of male and female participants regarding their EFL teachers' use of explicit motivational strategies can also provide valuable insights into how various factors affect male and female students differently. Overall, the sample reflects the diverse population that characterises Hungarian higher education today.

3.2 The research instrument

This study adopted a quantitative research design, employing a 5-point Likert scale questionnaire, one of the most commonly used data collection tools in quantitative in SLA research (Dörnyei, 2007). A 5-point scale was chosen as Likert scales with odd number options are used more frequently than Likert scales with even number choices in education and social science research (Kusmaryono et al., 2022). Questionnaires provide a quick and simple way of obtaining broad and rich information (Hopkins, 2008). The questionnaire used in this study was developed based on instruments from three previous empirical studies (i.e., Alrabai, 2014; Cheng & Dörnyei, 2007; Guilloteaux, 2013) (see Appendix A). There were two main sections of the questionnaire: the first part collected demographic information about the participants such as their gender, years of learning English, experience in studying abroad, and their age, while the second part comprised a list of 64 items assessing about the participants' perceived importance of the influence of different motivational strategies related to EFL teacher behaviours. For all items, participants had to indicate on a 5-point Likert scale to what extent they agreed or disagreed with the given statements. All of the items used in the questionnaire were positively worded statements,

as Dörnyei (2007) suggests that “responding to the negative constructions can be problematic” (p. 95). Each item began with the phrase “I’m motivated if my language teacher ...”, covering the following ten motivational strategies scales adapted from Alrabai (2014), Cheng and Dörnyei, (2007), and Guilloteaux (2013):

1. Displaying appropriate teacher behaviours (DATB) (7 items): Measures how motivating it is for EFL learners if their language teacher demonstrates appropriate behaviours. Example: “I’m motivated if my language teacher pays attention to us and listens to each of us.”
2. Recognising learners’ effort (RLE) (6 items): Measures how motivating it is for EFL learners if their language teacher recognises their effort. Example: “I’m motivated if my language teacher takes care of my progress.”
3. Promoting learners’ self-confidence (PLS) (7 items): Measures how motivating it is for learners if their language teacher promotes their self-confidence. Example: “I’m motivated if my language teacher designs tasks that make me experience success regularly.”
4. Creating a pleasant classroom climate (CPC) (6 items): Measures how motivating it is for learners if their language teacher creates a pleasant classroom climate. Example: “I’m motivated if my language teacher creates a supportive and pleasant classroom climate where I am free from embarrassment and ridicule.”
5. Presenting and selecting tasks properly (PSTP) (5 items): Measures how motivating it is for learners if their language teacher presents and selects tasks properly. Example: “I’m motivated if my language teacher selects tasks that do not exceed my competence.”
6. Increasing learners’ goal-orientedness (ILG) (6 items): Measures how motivating it is for learners when their language teacher promotes their goal-orientedness. Example: “I’m motivated if my language teacher encourages me to set learning goals.”
7. Making the learning tasks stimulating and enjoyable (MLTSE) (7 items): Measures how motivating it is for learners if learning tasks used by their language teacher are stimulating and enjoyable. Example: “I’m motivated if my language teacher makes tasks challenging by problem-solving (e.g., puzzles).”
8. Enhancing the learners’ awareness of the values associated with knowing English (ELAEV) (7 items): Measures how motivating it is for learners if their language teacher enhances their awareness of the values associated with knowing English. Example: “I’m motivated if my language teacher familiarises us with the cultural background of English.”
9. Promoting group cohesiveness and setting group norms (PGC) (6 items): Measures how motivating it is for learners if their language teacher promotes

group cohesiveness and sets group norms. Example: “I’m motivated if my language teacher helps us to get to know each other well.”

10. Promoting learner autonomy (PLA) (7 items): Measures how motivating it is for learners when their language teacher promotes learner autonomy in the classroom. Example: “I’m motivated if my language teacher encourages questions and other contributions from me.”

As the first stage of the piloting process, the items in the questionnaire were assessed using a think-aloud protocol. For this procedure, a member of the target population, a learner of English, was asked to verbalise their thoughts while completing the questionnaire to ensure that the statements were interpreted as intended. Based on this feedback, some problematic items were reworded before the final instrument was distributed.

3.3 Data collection and data analysis

The questionnaire was administered in English since the target participants were tertiary EFL learners in Hungarian higher education whose English proficiency ranged from B2 to C2. Therefore, they were considered to have the necessary level of language competence to be able to complete the questionnaire. The final version of the questionnaire was distributed via a Google form link, which was shared through WhatsApp and email. All of the completed questionnaires were computer coded and SPSS (Statistical Package for Social Sciences) software 29.0 was used to analyse the data.

4 Results and discussion

This section presents the results of the study in detail and discusses the findings. First, it presents the reliability of the scales, followed by a comparative analysis of the scales. Then, it tabulates significant correlation coefficients to illustrate the linear relationships among the motivational strategy scales.

4.1 Reliability of the scales

To answer the first research question (Can constructs measuring explicit motivational strategies be adapted to reliably measure tertiary EFL teachers’ explicit motivational strategies in motivating EFL learners in the Hungarian higher education context?), the internal reliability of the ten scales was assessed by computing their Cronbach’s Alpha internal consistency reliability coefficients, which are shown in Table 3. According to Dörnyei (2007), Cronbach’s Alpha

ranges between 0 and +1, with a Cronbach's Alpha of 0.70 or above indicating acceptable internal consistency reliability coefficients. As all of the scales used in this questionnaire have coefficients above this level, they can be considered to demonstrate good and excellent Cronbach's Alpha reliability (Cronbach's $\alpha > .70$).

Scale	Cronbach's α
Displaying appropriate teacher behaviours	.88
Recognising learners' effort	.83
Promoting learners' self-confidence	.80
Creating a pleasant classroom climate	.79
Presenting and selecting tasks properly	.81
Increasing learners' goal-orientedness	.87
Making the learning tasks stimulating and enjoyable	.82
Enhancing the learners' awareness of the values associated with knowing English	.79
Promoting group cohesiveness and setting group norms	.78
Promoting learner autonomy	.80

Table 3. Reliability Coefficients of the Scales

4.2 Comparative analysis of the scales

To address the second research question, (Which of the motivational strategies used by university EFL teachers do EFL learners perceive to be motivating in the Hungarian higher education context?), descriptive statistics for the scales are presented in Table 4.

Scale	M	SD
Displaying appropriate teacher behaviours	4.28	.67
Creating a pleasant classroom climate	4.22	.66
Promoting learners' self-confidence	4.21	.66
Recognising learners' effort	4.21	.65
Presenting and selecting tasks properly	4.04	.72 *
Making the learning tasks stimulating and enjoyable	3.93	.67
Enhancing the learners' awareness of the values associated with knowing English	3.91	.68
Increasing learners' goal-orientedness	3.87	.76 *
Promoting learner autonomy	3.69	.66 *
Promoting group cohesiveness and setting group norms	3.58	.74

Table 4. Descriptive Statistics for the Scales — *The lines indicate significant differences between the scales above and below them, based on paired-samples t-test procedures performed linearly on the scales ranked based on their mean values (for paired-samples t-test results, see Appendix B).

As shown in Table 4, the motivational strategy scales with the highest mean values are *Displaying appropriate teacher behaviours* (M = 4.28; SD = 0.67), *Creating a pleasant classroom climate* (M = 4.22; SD = 0.66), *Promoting learners' self-confidence* (M = 4.21; SD = 0.66), and *Recognising learners' effort* (M = 4.21;

SD = 0.65). Although the mean values were slightly different among these scales, the results suggest that these four strategies are equally important in motivating learners, as paired-samples t-tests between these four scales showed that their mean values were not statistically significant ($p > .05$). Moreover, these motivational scales (with the exception of *recognising learners' effort*) were also considered the most important motivational strategies in motivating EFL learners from the EFL teachers' perspectives in Dörnyei and Csizér's (1998) empirical research study. Therefore, it can be said that these strategies are important for motivating learners in English language classrooms, aligning not only with teachers' perceptions but students' as well.

The finding related to *Displaying appropriate teacher behaviours*, confirms the results of previous research conducted in Hungary (Dörnyei & Csizér, 1998) and in various other international contexts, including Taiwan (Cheng & Dörnyei, 2007), the USA (Ruesch et al., 2012), Korea (Guilloteaux, 2013), Saudi Arabia (Alrabai, 2014), Ecuador (Cirocki et al., 2019), and Turkey (Yesilcinar, 2021). In this study, this strategy was also regarded as the most influential for motivating language learners. Kálmán (2018, 2021, 2023) similarly emphasised the importance of the teacher's personality and behaviour in motivating learners. In addition, Al Kaboody (2013) stated that "teachers' actions and behaviours in the classroom have motivational influence on students" (p. 49). In the present study, *showing respect to each student* (M = 4.57; SD = 0.77), *paying attention and listening to students* (M = 4.48; SD = 0.86), and *showing enthusiasm for teaching* (M = 4.46; SD = 0.86) were the most highly rated teacher behaviour items for motivating their learners. These findings were similar to those of Girocki et al. (2019) in which Ecuadorian EFL students considered *being polite to students* as one of the most powerful and influential motivational strategies. Interestingly, *expressing enthusiasm for teaching* was also regarded as teachers' most frequently used motivational strategy in Korea (Guilloteaux, 2013) whereas this strategy was found to be less useful in motivating the learners in the Japanese context (McEown & Takeuchi, 2014). However, this macro-strategy was not considered the most significant in the study carried out by Adara et al. (2021), possibly due to the fact that the research took place during the Covid-19 pandemic, which may have limited teachers' ability to show proper behaviours to their students. McEown and Takeuchi (2014) found that teachers' enthusiasm for teaching English rarely motivates learners in the Japanese context.

With regard to the *Creating a pleasant classroom climate* scale, the items that measured *creating a supportive and pleasant classroom climate* (M = 4.63; SD = 0.89) and *bringing in and encouraging humour in class* (M = 4.26; SD = 0.96) were regarded as the most important motivational strategies by the participants. Wong (2014) also found that humour in the classroom had positive impacts on secondary school learners' motivation in the Chinese EFL context. However, findings from Sugata and Takeuchi's (2010) empirical study in the Japanese EFL context showed that both having a sense of humour and giving support to learners showed a negative correlation with learners' motivation, despite teachers applying them frequently

in their classroom settings. Likewise, secondary school students in Cirocki et al.'s (2019) study also regarded this strategy as the least motivating.

The results also indicate that *Promoting learners' self-confidence* is also an important motivational strategy, ranking among the top four scales. This finding aligns with previous studies conducted in various contexts, where this strategy was placed among the top five motivational strategies (Alrabai, 2014; Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Guilloteaux, 2013; Ruesch et al., 2012; Yesilcinar, 2021). Based on the present results, it can be seen that learners were motivated to a greater extent if *their language teacher designed tasks that made them experience success regularly* (M = 4.50; SD = 0.82), *taught them various learning techniques that will make them learn easier and more effectively* (M = 4.41; SD = 0.81), and *provided positive feedback* (M = 4.41; SD = 0.92).

In relation to the item *Recognising learners' effort*, previous research indicated that teachers from different institutional contexts did not consider it among the most important strategies over twenty years ago (Dörnyei & Csizér, 1998). However, the present study's results suggest that this strategy is perceived as essential for motivating learners, ranking as the fourth most important strategy. These findings, therefore, highlight aspects of language teaching such as *caring about their learners' progress* (M = 4.67; SD = 0.73), *recognising their effort and achievement* (M = 4.39; SD = 0.83), and *rewarding their achievement* (M = 4.33; SD = 0.82) so as to motivate them.

The second most important group of constructs contains *Presenting and selecting tasks properly* (M = 4.04; SD = 0.72), *making the learning tasks stimulating and enjoyable* (M = 3.93; SD = 0.67), and *enhancing the learners' awareness of the values associated with knowing English* (M = 3.91; SD = 0.68). The difference in the perceived importance among these three constructs was not statistically significant. Surprisingly, the strategy *Presenting and selecting tasks properly* ranks fifth in the present study which is similar to the studies carried out in Taiwan (Cheng & Dörnyei, 2007) and Saudi Arabia (Alrabai, 2014). Learners were motivated to learn if their teacher *demonstrated how to do activities (i.e., making the instructions clear)* (M = 4.50; SD = 0.82), *made sure the students understand what they have to do* (M = 4.30; SD = 0.94), and *gave sound reasons for doing a particular task* (M = 4.09; SD = 0.94). In regard to the *Making the learning tasks stimulating and enjoyable* strategy, participants believed that teachers need to *introduce various interesting topics* (M = 4.51; SD = 0.72) and *raise their students' curiosity* (M = 4.37; SD = 0.85) to motivate language learners. In connection with the motivational strategy *Enhancing the learners' awareness of the values associated with knowing English*, learners were motivated if their language teacher *increased the amount of English s/he used in class*, which had the highest mean score (M = 4.22; SD = 0.90) compared to the other items in this construct. In the study 20 years ago, this strategy was placed as the tenth most important strategy (Dörnyei & Csizér, 1998), although it ranked as sixth in the current study. Interestingly, in the contexts of Yemen (Ahmed & Al-Ward, 2020) and Saudi Arabia (Alrabai, 2014), this strategy was regarded as the first

and second most important, whereas it was viewed as less effective in the studies conducted in Taiwan (Cheng & Dörnyei, 2007) and Korea (Guilloteaux, 2013). This suggests that the perceived importance of this strategy differs from one context to another.

In relation to the construct *Increasing learners' goal-orientedness*, learners reported higher motivation if their teachers *knew their needs and fulfilled them* ($M = 4.26$; $SD = 0.81$), helped them *develop realistic beliefs about English learning* ($M = 4.15$; $SD = 0.88$), and *displayed the class aim and reviewed it frequently* ($M = 3.83$; $SD = 1.01$). Surprisingly, the ranking of these three micro-strategies in the present study was exactly the same as the order found in Yesilcinar's (2021) study in the Turkish context.

The least motivating strategies among the ten constructs were *Promoting learner autonomy* ($M = 3.69$; $SD = 0.66$) and *Promoting group cohesiveness and setting group norms* ($M = 3.58$; $SD = 0.74$). Although the mean value for the former is higher than the latter, the difference between the mean values of these two scales was not statistically significant ($p > .05$), suggesting that they hold comparable levels of importance. Unlike in the present findings, *Promoting learner autonomy* was ranked sixth in the research carried out by Cirocki et al. (2019), showing that this strategy was perceived as effective for motivating learners in the Ecuadorian context. However, in the present study, this macro-strategy ranked ninth, the same position seen in the ten macro-strategies proposed by Dörnyei and Csizér (1998). While Al Kaboody (2013) stated that "cohesiveness among learners has an influential motivational impact on learning" (p. 49), the participants in the present study did not regard their as highly motivating in their learning process compared to other motivational strategies.

To investigate the differences between the perceptions of Hungarian students and international students with regard to their EFL teachers' explicit motivational strategies, an independent samples t-test was used. As can be seen in Table 5, there was a significant difference in *creating a pleasant classroom climate* (CPCC), $t_{(52)} = 2.35$ ($p = .03$), with Hungarian students reporting higher mean values ($M = 4.41$) than international students ($M = 3.97$). Surprisingly, on the other hand, there were no significant difference between male and female participants' perceptions of their EFL teachers' use of explicit motivational strategies.

Construct	International Students (M)	International Students (SD)	Hungarian Students (M)	Hungarian Students (SD)	t	p
CPCC	3.97	.86	4.41	0.35	2.35	.03

Table 5. Independent Samples T-test of Hungarian and International Students' Perceptions Regarding CPCC

4.3 Relationships among the scales

To answer the third research question (What are the correlational relationships between the scales?), correlational analysis was conducted. Table 6 presents the significant correlations between the motivational strategy scales.

Scale	1	2	3	4	5	6	7	8	9	10
1 Displaying appropriate teacher behaviours	—									
2 Promoting learners' self-confidence	.784	—								
3 Creating a pleasant classroom climate	.832	.765	—							
4 Presenting and selecting tasks properly	.531	.776	.574	—						
5 Increasing learners' goal-orientedness	.608	.741	.664	.758	—					
6 Making the learning tasks stimulating and enjoyable	.684	.783	.694	.767	.735	—				
7 Enhancing the learners' awareness of the values associated with knowing English	.718	.737	.696	.663	.755	.805	—			
8 Promoting group cohesiveness and setting group norms	.677	.757	.680	.692	.818	.824	.773	—		
9 Promoting learner autonomy	.658	.794	.655	.680	.747	.745	.696	.796	—	
10 Recognising learners' effort	.778	.865	.711	.660	.649	.629	.683	.653	.731	—

Table 6. Significant Correlations among the Motivational Strategy Scales ($p < .01$)

According to the results shown in Table 6, the relationships between all the scales proved to be significant ($p < .01$). One of the strongest correlations ($r = .865$) was found between the *Recognising learners' effort* and *Promoting learners' self-confidence* scales, suggesting that these two scales tap into similar domains. That is to say, participants who are motivated by the teacher recognising and appreciating their effort tend to also be motivated by the teacher boosting learners' self-confidence. This finding echoes prior research on motivation in second language acquisition conducted by Dörnyei (2001), suggesting that acknowledging learners' hard work directly related to their self-efficacy, which can affect learners' language learning motivation (Bandura, 1997).

Another strong correlation ($r = .832$) was observed between the *Creating a pleasant classroom climate* and *Displaying appropriate teacher behaviour* scales, pointing to the important role of teacher behaviour in motivating learners. In other words, appropriate teacher behaviour plays a vital role in establishing a supportive and pleasant classroom climate where learners feel comfortable and motivated. This finding aligns with previous studies (Leoanak & Amalo, 2018; Öztürk & Ok, 2014; Shah et al., 2021), suggesting a positive relationship between teacher

behaviour and their learner motivation. These studies suggest that teachers' motivated behaviour had a substantial impact on the attitude of the learners, their understanding, and learning and mental development.

A third strong correlation was found between the scales *Promoting group cohesiveness and setting group norms* and *Making the learning tasks stimulating and enjoyable* ($r = .824$). This finding implies a latent connection between the teacher encouraging students to share their personal experiences and thoughts and introducing a variety of interesting topics in their lessons by using a variety of teaching aids. This strong relationship might be explained by the assumption that those learners who are motivated by sharing their personal experiences and thoughts during group activities are also motivated by tasks that are stimulating and enjoyable. This finding is in line with the study conducted by Dörnyei and Murphey (2003), which found that learners who enjoy participating in collaborative activities and tasks are more likely to be motivated by engaging and varied learning tasks.

On the other hand, some moderate correlations were observed between the scales. One such correlation was found between the scales *Presenting and selecting tasks properly* and *Displaying appropriate teacher behaviours* ($r = .531$). The finding suggests that appropriate teacher behaviours might tap into a slightly different domain presenting and selecting tasks properly. The scales *Presenting and selecting tasks properly* and *Creating a pleasant classroom climate* also have a moderate correlation between them ($r = .574$). This implies a positive correlation between teachers making instructions clear to students and creating a supportive and pleasant classroom climate where learners are free from embarrassment and ridicule.

5 Conclusion, implications and future research

This study investigated the motivational strategies used by university EFL teachers from the perspectives of their EFL learners in the Hungarian higher education context. Firstly, the adapted constructs used in the questionnaire were evaluated using statistical analyses to determine whether their internal reliability coefficients reached the required threshold in the context investigated, which they did. Subsequently, the study explored the rank order of the investigated motivational strategy scales, and revealing that *Displaying appropriate teacher behaviours*, *Creating a pleasant classroom climate*, *Promoting learners' self-confidence*, and *Recognising learners' effort* were the four most important motivational scales. On the other hand, *Promoting learner autonomy* and *Promoting group cohesiveness and setting group norms* were identified as the least motivational strategies among the ten constructs. According to the findings of the research, the micro-strategies that learners find the most motivating are *showing care about students' progress* ($M = 4.67$; $SD = .73$), *creating a supportive and pleasant classroom climate* ($M = 4.63$; $SD = .78$), *showing respects to students* ($M = 4.57$; $SD = .77$), and *introducing*

a variety of interesting topics in the lessons ($M = 4.57$; $SD = .72$). In contrast, the micro-strategies that students find the least motivating are *asking students toward the same goal* ($M = 3.28$; $SD = 0.98$), *encouraging learners to create tangible products* ($M = 3.26$; $SD = 1.17$) and *asking learners to think of any classroom rules that they would like to recommend* ($M = 3.24$; $SD = 1.05$). Correlational relationships among the scales were also investigated in this study to determine whether the constructs have positive or negative relationships. The strongest correlations appeared between the *Recognising learners' effort* and *Promoting learners' self-confidence* scales.

Displaying appropriate teacher behaviours and *Creating a pleasant classroom climate* proved to be the most important motivational strategies of EFL teachers for motivating their learners. Since teacher behaviours include *showing respect to each student, showing their enthusiasm for teaching, paying attention and listening to students, creating a supportive and pleasant classroom climate, avoiding comparisons among students*, and so on, it is highly advisable for EFL teachers to exhibit these behaviours to foster motivation in the Hungarian higher education context. Secondly, the findings proved that *Promoting learners' self-confidence* by designing tasks that make learners experience success regularly was also considered an important motivational strategy. Thirdly, teachers in this context should also *recognise their learners' effort and achievement*. These insights can be beneficial for both pre-service and in-service EFL teachers, as they can enhance their learners' motivation. In addition, administrators and teacher trainers should also take these results into consideration and introduce them to not only pre-service but also in-service teachers when conducting teacher training courses. The findings of this research contribute to the current L2 motivation theories from the point of view of the EFL learners' perceptions regarding their university EFL teachers, given the lack of recent research has been conducted in recent years in the context investigated.

Since this study focused only on EFL learners at two universities in Hungary to investigate their EFL teachers' practice regarding motivational strategies, in further research, it would also be worthwhile to focus on the perceptions of both EFL teachers and EFL learners to examine whether they have the same perceptions of motivational strategies. In other words, the current findings can be triangulated by collecting information from different stakeholders to enhance the validity and reliability of the research findings. Last but not least, replication studies in different contexts with carefully categorized participants (e.g., English majors vs. non-English majors, students with different proficiency levels) could yield valuable insights and further enhance the generalisability of the research findings.

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APPENDICES

APPENDIX A

Questionnaire on EFL learners' perceptions of their teachers' explicit motivational strategies

Please answer the following biographical questions.

1. What's your gender? Male _____ Female _____ Other _____
2. How long have you been learning English (in months / years)? _____
3. What is your (self-perceived) English proficiency level according to CEFR levels (e.g., B1, B2, C1)? _____
4. Which university/college are you attending? _____
5. Please specify your study programme (i.e., B.A. / M.A. / Ph.D.). _____
6. What is your major at university/college? _____
7. Which year are you in? (first year, second year, etc.)
8. Have you ever studied abroad? If so, where and how long?
9. Are you a teacher trainee? _____
10. How old are you? _____
11. What is your nationality? _____

Below is a list of possible motivational strategies that tertiary EFL teachers normally use to motivate their learners. This questionnaire investigates to what extent YOU are motivated by these in learning a foreign language. There are no good or bad answers, what matters is your personal opinion. Please put a tick in the appropriate box on the continuum between 'strongly agree' to 'strongly disagree'. Please only tick one box and answer all the questions. Your participation is voluntary and anonymous.

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

No.	Items	SA	A	N	D	SD
1	I'm motivated if my language teacher respects each of us.					
2	I'm motivated if my language teacher takes care of my progress.					
3	I'm motivated if my language teacher designs tasks that make me experience success regularly.					
4	I'm motivated if my language teacher brings in and encourages humour.					
5	I'm motivated if my language teacher makes instructions clear to us by demonstrating how to do activities.					
6	I'm motivated if my language teacher helps me develop realistic beliefs about English learning.					
7	I'm motivated if my language teacher introduces a variety of interesting topics in her/his lessons.					
8	I'm motivated if my language teacher familiarises us with the cultural background of English.					
9	I'm motivated if my language teacher encourages me to share my personal experiences and thoughts with my classmates.					

10	I'm motivated if my language teacher teaches me some strategies that I can use to motivate myself.					
11	I'm motivated if my language teacher pays attention to us and listens to each of us.					
12	I'm motivated if my language teacher takes time to celebrate my success or victory.					
13	I'm motivated if my language teacher teaches me various learning techniques that will make me learn easier and more effectively.					
14	I'm motivated if my language teacher uses a short and interesting activity to start each class.					
15	I'm motivated if my language teacher gives good reasons to us as to why a particular task is meaningful.					
16	I'm motivated if my language teacher encourages me to select specific learning goals for myself (e.g., learning 5 words every day).					
17	I'm motivated if my language teacher makes tasks attractive by including novel and fantasy element.					
18	I'm motivated if my language teacher regularly reminds me that the successful mastery of English is beneficial to my future (e.g., getting a better job or pursuing further studies abroad).					
19	I'm motivated if my language teacher helps us to get to know each other well.					
20	I'm motivated if my language teacher lets us get involved in designing and running the English course.					
21	I'm motivated if my language teacher establishes a good rapport with me.					
22	I'm motivated if my language teacher makes sure grades reflect my effort and hard work.					
23	I'm motivated if my language teacher emphasises effective communication rather than grammar mistakes.					
24	I'm motivated if my language teacher creates a supportive classroom climate that promotes risk-taking.					
25	I'm motivated if my language teacher explains to us why a particular activity is useful.					
26	I'm motivated if my language teacher finds out my needs and builds them into the lesson.					
27	I'm motivated if my language teacher raises my curiosity.					
28	I'm motivated if my language teacher invites native speakers to our classes.					
29	I'm motivated if my language teacher asks us to work toward the same goal.					
30	I'm motivated if my language teacher gives me opportunities to assess myself (e.g., gives myself marks according to my overall performance).					
31	I'm motivated if my language teacher shows her/his enthusiasm for teaching.					
32	I'm motivated if my language teacher gives me other rewards besides grades.					
33	I'm motivated if my language teacher makes it clear to me that mistakes are a natural part of learning.					
34	I'm motivated if my language teacher creates a supportive and pleasant classroom climate where I am free from embarrassment and ridicule.					
35	I'm motivated if my language teacher selects tasks that do not exceed my competence.					
36	I'm motivated if my language teacher encourages me to set learning goals.					

37	I'm motivated if my language teacher breaks the routine by varying the way s/he presents her/his lessons.					
38	I'm motivated if my language teacher encourages me to explore the English language community through the internet.					
39	I'm motivated if my language teacher includes activities that lead to the successful completion of whole group tasks.					
40	I'm motivated if my language teacher encourages peer teaching and group presentations.					
41	I'm motivated if my language teacher shows her/his commitment.					
42	I'm motivated if my language teacher rewards my effort and achievement.					
43	I'm motivated if my language teacher provides me with positive feedback (i.e., specify what I did well).					
44	I'm motivated if my language teacher avoids comparing me with my classmates.					
45	I'm motivated if my language teacher makes sure we understand what we have to do.					
46	I'm motivated if my language teacher displays the class aim and reviews it regularly.					
47	I'm motivated if my language teacher makes tasks challenging by problem-solving (e.g., puzzles).					
48	I'm motivated if my language teacher increases the amount of English s/he uses in the class.					
49	I'm motivated if my language teacher asks me to think of any classroom rules that I would like to recommend.					
50	I'm motivated if my language teacher gives us choices in deciding how and when we will be assessed.					
51	I'm motivated if my language teacher tries to be herself/himself in front of us.					
52	I'm motivated if my language teacher recognises my effort and achievement.					
53	I'm motivated if my language teacher encourages me to think that I failed because of a lack of effort rather than a lack of ability.					
54	I'm motivated if my language teacher shares her/his own personal interest in the English language with me.					
55	I'm motivated if my language teacher helps me design individual study plans.					
56	I'm motivated if my language teacher encourages me to create tangible products (e.g., a poster, a leaflet).					
57	I'm motivated if my language teacher encourages me to use English outside the classroom.					
58	I'm motivated if my language teacher explains the importance of the class rules.					
59	I'm motivated if my language teacher is more like a facilitator than a lecturer.					
60	I'm motivated if my language teacher shares with me that s/he values English learning.					
61	I'm motivated if my language teacher notices my contributions and progress.					
62	I'm motivated if my language teacher uses a variety of teaching aids, including multi-media.					
63	I'm motivated if my language teacher brings various authentic cultural products (e.g., magazines, newspapers or song lyrics) to our class as supplementary materials.					
64	I'm motivated if my language teacher encourages questions and other contributions from me.					

Thank you very much for your kind help and participation.

APPENDIX B

Paired-Samples T-test Results of the Scales

Scales	t	p
Displaying appropriate teacher behaviours – Creating a pleasant classroom climate	1.223	.227
Creating a pleasant classroom climate – Promoting learners' self-confidence	.029	.977
Promoting learners' self-confidence – Recognising learners' effort	.029	.977
Displaying appropriate teacher behaviours – Recognising learners' effort	1.122	.267
Recognising learners' effort – Presenting and selecting tasks properly	2.224	.030
Displaying appropriate teacher behaviours – Presenting and selecting tasks properly	2.604	.012
Presenting and selecting tasks properly – Making the learning tasks stimulating and enjoyable	1.687	.098
Making the learning tasks stimulating and enjoyable – Enhancing the learners' awareness of the values associated with knowing English	.230	.819
Presenting and selecting tasks properly – Enhancing the learners' awareness of the values associated with knowing English	1.565	.124
Enhancing the learners' awareness of the values associated with knowing English – Increasing learners' goal-orientedness	.642	.524
Presenting and selecting tasks properly – Increasing learners' goal-orientedness	2.381	.021
Increasing learners' goal-orientedness – Promoting learner autonomy	2.537	.014
Promoting learner autonomy - Promoting group cohesiveness and setting group norms	1.817	.075