

EIL Teachers' Motivational Strategies and Students' Preference in the Deep Southern Part of Thailand

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Abstract

This study aims to investigate what motivational strategies are used by Thai EIL teachers, students' preference, and whether there is a difference between teachers' use of motivational strategies and students' preference for them. It is important to discover dynamics between these two variables, since motivational strategies used by English teachers are considered driving forces to enhance students' L2 motivation. Furthermore, it has been proven that more motivated students can produce better achievement in L2 learning through previous research. Altogether 77 EIL teachers in all six governmental secondary schools in the three southern most cities in Thailand, namely Pattani, Yala, and Narathiwat and their 219 M.3 (Grade 9) students were included. Questionnaires for the teachers and students were main instruments designed to elicit how often the teachers use each motivational strategy among a total of 28 motivational strategies and how much each strategy was preferred by these M.3 students. Descriptive statistics was used to report the mean values of the frequency levels of motivational strategy use and those of the agreement levels of students' preference for motivational strategies. T-test was applied to discover a difference between these two variables. The results indicated that the teachers equally use innovative and traditional strategies while students prefer innovative strategies slightly more than traditional ones. Last,

a significant difference was found between the teachers' use of motivational strategies and the students' preference. The difference was greater among innovative strategies than among traditional ones meaning some innovative strategies were not used as much as they were preferred by the students, and vice versa.

Keywords: Teachers' motivational strategy, students' preference, second language motivation, second language achievement, southern Thailand

1. Introduction

Some people reason their lack of motivation for failure of achieving goals, while others attribute motivation to their success. It is not different in the field of learning a second language (L2). Apparently, the above statements are proven true through previous research. There have been studies on dynamics and relationships between L2 learners' motivation and their achievement. For example, Gardner and Bernaus (2008) discovered motivation as a significantly positive predictor of students' L2 achievement.

While achievement is influenced by motivation, motivational strategies used by L2 teachers influence students' motivation (Dörnyei, 1994; Dörnyei, 1998; Dörnyei, 2001a; Dörnyei, 2001b). A research carried out by Abdollahzadeh and Papi in 2012 among Iranian male students to investigate the relationship between teachers' motivational strategy practice and students' motivated behavior in class found students' alertness, participation, and volunteering were significantly linked with teachers' motivational practice. In addition, Dörnyei and Guilloteaux's (2008) research in South Korea discovered that students' motivation can be improved by teachers using a variety of motivational strategies.

The positive relationships mentioned above of teachers' motivational strategies, students' L2 motivation, and their achievement are needed to be taken into account when considering the L2 teaching and learning environment of teachers and students, especially in the south Thailand, who go through not only problems posed by the shortcomings of English language curriculum but also their own cultural difficulty in schools. There are some obstacles to successful implementation of the 2001 English language curriculum such as too many and difficult benchmarks and insufficient knowledge of teachers in cross cultures and of students in general to carry out the curriculum (Thongsri, 2005). Furthermore, the students from Malay Muslim background, mainly Pattani, Yala, and Narathiwat, speak Melayu as their mother tongue. They usually start learning Thai as well as English by enrolling in regular educational system (Janchitfah, 2010). Arabic is also taught to most of the children in Islamic schools. It should be pointed out that for these students English is just one of the additional languages they simultaneously learn. This implies that the task of learning English can be more challenging for the students with Malay Muslim background in the south of Thailand than for those in other parts of the country due to the fact that they have to process more than one language at the same time. It is also observed in classroom settings that teachers' instruction in Thai is complicated for the children speaking Melayu as their mother tongue, and sometimes they simply do not understand the contents of what they are learning in Thai

(Hantrakul, 2007). Under this context, one of the lowest scores in subjects overall including English in national examinations has been observed among the students in these regions (Hantrakul, 2007).

To help them become more successful in L2 learning and teaching under such conditions, considering the mechanism among these three variables as shown in Figure 1, namely teachers' use of motivational strategies, students' motivation and their achievement, might be necessary. When teachers in the deep south actively adopt and adapt motivational strategies in the classrooms, their students' L2 learning motivation could possibly improve, and when students become more motivated, they might be successful in their L2 learning.

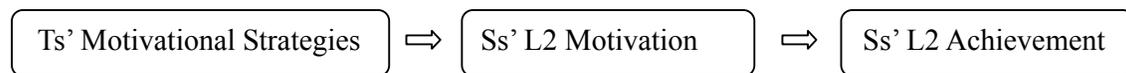


Figure 1. A simple diagram of directional flow of influence among three variables

Still, there has not been enough research conducted on this L2 motivation field throughout the deep southern part of Thailand. It might be worthwhile to take the very first step of investigating teachers' use of motivational strategies which has such a foothold link to students' L2 motivation and achievement; what motivational strategies are used and preferred by EIL teachers and students respectively in the south; and whether there is a difference between motivational strategies used by Thai EIL teachers and students' preference.

2. Literature Review

2.1 Theories of Motivation

Gardner, one of the main contributors of motivational theories, established his motivational model in L2 learning in the 60s and it was refined later, being called 'Socio-educational model' (Gardner, 1959; Gardner, 1985; Gardner & Lalonde, 1985). According to his theory, motivation is divided into two categories, integrative and instrumental motivation. When getting a better job or higher scores in examination becomes a motive to learning the target language, it is instrumental motivation, while the openness to the community of the target language native speakers and their cultures is called integrative motivation which was more highlighted by Gardner than the other (Gardner, 2005). Although this theory was criticized by other scholars because of its ambiguous meaning of integrative motivation, it still remains one of the eminent motivational theories (Keblawi, 2006). Considering globalization which causes expansion of English speaking population, the meaning of integrative motivation was expanded in this study to cover the openness to the community of the target language speaking people and their cultures.

From 1990s, Dörnyei, who is one of the most influential scholars in L2 motivation, started contributing to this field with abundant research and studies. A process-oriented model was presented by Dörnyei and Ottó in 1998, and motivation was explained in terms of the process

one might take to pursue his/her own goal. People's goal pursuing action can be divided into three phases: pre-actional phase, actional phase, and post-actional phase (Dörnyei, 1998). Motivation in the pre-actional phase is called choice motivation because it influences the choice of a particular goal a person wants to achieve (Dörnyei, 2003). In the actional phase, an individual needs to stick on his/her plan to accomplish his/her goal avoiding temptation to give up, and the motivation having an influence on this stage is referred to as executive motivation (Dörnyei, 1998). Motivational retrospective comes into play in the third phase of post-action, meaning that motivation has an effect on the individual's process of evaluation on what was achieved and how it was achieved as well as planning for the next step (Dörnyei, 2003).

2.2 Related Empirical Studies

A research conducted by Papi and Abdollahzadehin Iran (2011) discovered a positive relationship between teachers' motivational strategy use and students' motivated behavior. In Iranian context, EFL curriculum is decided by the government, and school teachers are required to follow what is already fixed for them, so it does not draw students' interest. Therefore, some EFL teachers, to make up for this, use some motivational strategies to make students more enthusiastic in English learning. Through classroom observation and questionnaire survey, Papi and Abdollahzadeh (2011) found that teachers' motivational strategy practice is strongly linked with students' motivated behavior such as alertness, participation, and volunteering, meaning that teachers' use of motivational strategies in classrooms influences students' motivated behavior or vice versa.

Although Papi and Abdollahzadeh's (2011) research concentrated on teachers' motivational strategy use and students' motivated behavior in the classroom setting, the relationship between teachers' motivational strategy practice and students' actual motivation was not sought. It might be helpful to take a look at studies investigating the dynamics between motivational strategies of teachers and students' motivation.

A controlled experimental research was carried out in Saudi Arabia by Alrabai and his associates in 2012. Fourteen EFL teachers and their 296 male students were included in this study, and then divided into two groups demographically very equivalently to examine the difference between the experimental group and the control group. Teachers were requested to study the implementation guide for motivational strategies chosen in advance and use, at least, most of them in each class. Questionnaires were distributed to the students twice, at the beginning and end of the experiment to measure if the level of motivation of the experimental group increased over time due to the treatment more than that of the control group. The results were positive proving improvement in the level of motivation among the students who were given the implementation of specific motivational strategies by teachers. Interestingly, the level of learning anxiety and English class anxiety increased among the control group while that of the experimental group decreased.

A similar result was found by Dörnyei and Guilloteaux in their study conducted in South Korea in 2003 and 2004 involving 27 ESOL teachers and about 1,300 students to see a relationship between teachers' motivational teaching practice and students' L2 motivation.

Location of school, teachers' age, experience and proficiency were varied in selecting the sample group of teachers. For student participants, they tried to make the sample group as large as possible to hold the study reliable. The main instruments were a classroom observation scheme, a student self-reported questionnaire, and a post-lesson teacher evaluation scale. The results revealed that teachers' motivational practice increased not only the level of students' motivational behavior in the classrooms but also the level of students' motivation, indicating that through using a variety of motivational strategies in their lessons, teachers actually can draw an improvement on their learners' motivational states (Dörnyei & Guilleaume, 2008).

It has been observed, so far, that the teacher's use of motivational strategies positively influences students' L2 motivation and behavior in class, it would be, then, interesting to explore language teachers' perception and use of motivational strategies. Two research related to this were conducted by Dörnyei and Csizér (1998) and Dörnyei and Cheng (2007), in Hungary and Taiwan respectively.

In Dörnyei and Cheng's (2007) study, 387 Taiwanese English teachers varying in institutional backgrounds were requested to answer the questionnaire asking among a total of 48 motivational strategies, how important they consider each motivational strategy was and how frequently they used each of them. The top ten motivational strategies selected by the teachers and considered more important than the others were: 1) Set a personal example with your own behavior, 2) Recognize students' effort and celebrate their success, 3) Promote learners' self-confidence, 4) Create a pleasant and relaxed atmosphere in the classroom, 5) Present tasks properly, 6) Increase the learners' goal-orientedness, 7) Make the learning tasks stimulating, 8) Familiarize learners with L2-related values, 9) Promote group cohesiveness and set group norms, and 10) Promote learner autonomy (Dörnyei & Cheng, 2007).

A similar result was found in Dörnyei and Csizér's (1998) research meaning that some motivational strategies were perceived more important transcending different countries and contexts (Dörnyei & Cheng, 2007). It was, however, pronounced in the research that the rates of frequency of use of some motivational strategies were low, even though they were considered more important (Dörnyei & Cheng, 2007).

When seeking for the dynamics of three variables of teachers' motivational strategy use, students' L2 motivation, and achievement, Bernaus and Gardner's (2008) investigation must be reviewed. The study looked for a relationship among these three variables. A questionnaire to investigate the teachers' motivational strategy use; a questionnaire to elicit the students' perception of the teachers' use of motivational strategies and their motivation states; and reading and listening tests to measure the students' L2 achievement were used as main instruments. The results indicated that the students' perception of motivational strategies used by the teachers was significantly related to their affective variables and English achievement. The students' motivation was, as anticipated, shown as a predictor of English achievement through the Hierarchical Linear Modeling Analysis.

Dörnyei (2001) concluded in his book 'Motivational Strategies in the Language Classrooms' with the statements below borrowing the idea of the 'good enough parent' by Bruno

Bettelheim (1987), which proclaimed that as a parent we do not need to be perfect; it is enough if we can provide children support as much as it is needed (Bruno Bettelheim, 1987):

“...it is my belief that teachers should aim to become ‘good enough motivators’ rather than striving unreasonably to achieve ‘Supermotivator’ status. When you look at all the ideas presented in this book, don’t think for a moment that you have to apply all of them to do a decent job. What we need is quality rather than quantity. A few well-chosen strategies that suit both you and your learners might take you beyond the threshold of the ‘good enough motivator’, creating an overall positive motivational climate in the classroom. Some of the most motivating teachers often rely on a few basic techniques!” (Dörnyei, 2001, p. 136).

The teacher’s motivational strategy has been highlighted as a major area of L2 motivational research, since it has a significant link to student’s L2 motivation. It is, furthermore, proven that when the L2 learners are motivated, it positively influences their L2 achievement. At this point, what Dörnyei (2001) said above is considerable. If teachers adopt and use a few well-chosen strategies which cater both teachers and their students, it might successfully enhance motivational level of students, and, consequently, affect their achievement of the target language. In Thailand, there has been limited research on teachers’ motivational strategy use. This leads the researcher to investigate what motivational strategies are used by EIL teachers, what strategies are preferred by students, and whether there is a difference between these two variables in the context of the deep southern part of Thailand.

3. Research Questions

This study seeks to answer the following questions:

1. What motivational strategies do the EIL teachers in the south of Thailand use?
2. What are the students’ preference for the teachers’ motivational strategies?
3. Is there a difference between motivational strategies of teachers and students’ preference?

4. Methodology

4.1 Participants

This study included 77 Thai EIL teachers and 219 M.3 (Mattayom 3, equivalent to Grade 9) students in all six governmental secondary schools in three southern most provinces in Thailand which are Pattani, Yala, and Narathiwat with two schools per each province. The researcher aimed to recruit all of the English teachers in the schools since the whole population was not great, but could involve 77 teachers (89.5%) out of 86 except those who were absent. As for the teachers’ demographical information, 70 teachers are female and 7 teachers are male. In terms of teachers’ English proficiency, 63.6% teachers rate their English proficiency at intermediate level followed by 20.8% at upper intermediate, 9.1% at lower intermediate, and 5.2% at advanced. Each school varies in kinds of class such as ordinary class, English program class, special program class, class for students with high proficiency,

and ordinary class became the subject of this study since it was the common kind of class which all six schools have. One class from ordinary classes of each school was chosen through random sampling, and it was 219 students in number, which was approximately nine per cent of the whole population.

4.2 Instruments

Two questionnaires with a five-point Likert scale were used. The first one is for the investigation of the teachers' motivational strategies; the second one, the students' preference for the motivational strategies used by their teachers. The questionnaires were constructed in English and translated into Thai, and reviewed by 3 experts for validity.

The questionnaire for the teachers was composed to elicit their demographical information and use of motivational strategies. The list of motivational strategies of the questionnaire was adapted from Bernaus and Gardner (2008) and Dörnyei and Cheng (2007). Originally, Bernaus and Gardner's (2008) list consists of 26 motivational strategies: 14 traditional motivational strategies which are teacher-centered and 12 innovative or student-centered motivational strategies. For instance, 'I ask my students to memorize lists of vocabulary' is considered a traditional motivational strategy and 'I speak English in class' is considered an innovative motivational strategy. Some items which were regarded as culturally not suitable to the local context of the study were deleted or revised. Three more items from Dörnyei and Cheng's (2007) list of ten motivational strategies considered to be more important and frequently used were added to make equal numbers for both traditional and innovative motivational strategies.

The questionnaire for the students was conducted to elicit demographical information of the students and their preference for motivational strategies used by their English teachers. Items for students' preference are similar to those in the questionnaire for the teachers, except that the sentences were rephrased in such a way that they are suitable for extracting the students' preference. For example, item 1 in the questionnaire for the teachers, 'I make students practice dialogues in pair' was rephrased to 'I like it when my English teacher makes us practice dialogues in pair' in the questionnaire for the students.

4.3 Pilot Survey

The pilot was carried out in Hatyai Wittayalai School which is a governmental secondary school with 15 Thai EIL teachers and 45 M.3 students to establish reliability of the questionnaires. The results of the analysis of Pearson Product-Moment Correlation indicated that items in the teachers' questionnaire were moderately reliable ($\alpha = .66$, $N = 15$) due to small sample size, while items in students' questionnaire were highly reliable ($\alpha = .92$, $N = 45$). Rerunning reliability for the teachers' questionnaire after main study was decided, and the result was found reliable ($\alpha = 0.77$, $n = 77$). Understandability and appropriateness of each item in the questionnaires in regard to its own purpose was examined through interviewing when piloting.

4.4 Data Collection

The researcher visited the six schools in three provinces to prevent possible insincere responses. All participants were briefly informed of the purpose of this study before the survey started. The data collection took place during the first semester (from June to September) of Thailand's academic year 2013.

4.5 Data Analysis

The SPSS program was used for data analysis. Descriptive statistics was sought to analyze research questions 1 and 2: What motivational strategies do the EIL teachers in the south of Thailand use?; and what are the students' preference for the teachers' motivational strategies? Table 1 shows the criteria for the interpretation of the mean value of each motivational strategy use and agreement level of the students' preference for each strategy.

Table 1. Criteria for the interpretation of the mean value of the teachers' use of motivational strategies and the agreement level of the students' preference for the teachers' use of motivational strategies

Mean Value (\bar{x})	Level of Frequency	Level of Agreement
4.21 – 5.00	Always or almost always	Strongly agree
3.41 – 4.20	Often	Agree
2.61 – 3.40	Sometimes	Uncertain
1.81 – 2.60	Seldom	Disagree
0.00 – 1.80	Never or almost never	Strongly disagree

For research question 3: Is there a difference between motivational strategies of teachers and students' preference?, t-test was run.

5. Results

5.1 Motivational Strategies Used by Thai EIL Teachers

It was found that the average frequency level of the teachers' use of 28 motivational strategies was in the range of "often" ($\bar{x} = 3.80$). The frequency level of each motivational strategy is shown in Table 2 ranging from the item with the highest mean value to that with the lowest mean value.

Table 2. Frequency level of teachers' use of motivational strategies

No.	Statement	Type	Mean	Level of frequency
19	I lay down rules and regulations to be followed in class. (e.g. Hand in homework on time, Be honest, etc.)	T	4.68	Always or almost

27	I recognize my students' effort and compliment their success.	I	4.62	always
26	I set a personal example with my own behavior.	I	4.60	
28	I create a pleasant and relaxed atmosphere in the class.	I	4.48	
8	I address questions to the whole class.	T	4.39	
10	I assign homework to my students.	T	4.34	
13	I allow my students to use dictionaries in class.	T	4.31	
3	I make my students do grammar exercises	T	4.23	
9	I have my students work in small groups.	I	4.12	Often
23	I evaluate my students' English progress using tests.	T	4.08	
No.	Statement	Type	Mean	Level of frequency
21	I supplement the student's textbook with other materials.	I	4.01	
20	I put emphasis on my students' communicative competence.	I	3.97	
18	I allow my students to speak Thai in class.	T	3.92	
5	I ask my students to memorize lists of vocabulary.	T	3.84	
17	I speak English in class.	I	3.82	Often
15	I make my students translate English texts into Thai.	T	3.75	
14	My students use the Internet, CDs or other kinds of resources to do project work.	I	3.69	
16	I follow the student's textbook.	T	3.69	
1	I make my students practice dialogues in pair.	I	3.65	
22	I surprise my students with new activities in order to maintain their interest.	I	3.55	
6	My students read stories or other various kinds of texts in class.	T	3.40	
2	I make my students do listening activities through audio or video.	T	3.29	
11	I make my students do dictations.	T	3.26	
4	I have my students play games in class.	I	3.12	Sometimes
25	My students do self-evaluation and peer evaluation.	I	2.95	
24	I give questionnaires to my students to evaluate my teaching at the end of the semester.	I	2.88	
7	My students write letters or other various kinds of texts in class.	T	2.87	
12	I use songs in class.	I	2.87	
Average			3.80	Often

Note : T = Traditional strategy, I = Innovative strategy

Table 2 shows that eight motivational strategies (item 19, 27, 26, 28, 8, 10, 13, and 3) were always or almost always used by the teachers. The motivational strategy with the highest mean value was item 19 ($\bar{x} = 4.68$); 53 out of 77 teacher participants reported that they always or almost always use this motivational strategy. Twelve motivational strategies (item 9, 23, 21, 20, 18, 5, 17, 15, 14, 16, 1, and 22) and the remaining eight (item 6, 2, 11, 4, 25, 24, 7, and 12) were used at the frequency level of “often” and “sometimes” respectively. The item with the lowest mean value among the 28 motivational strategy items was item 12 ‘I use songs in class’ ($\bar{x} = 2.87$).

Table 3. Teachers’ use of motivational strategies based on types

Motivational strategy type	N	Minimum	Maximum	Mean	S. D.
Innovative	14	2.71	4.50	3.74	0.38
Traditional	14	3.00	4.50	3.86	0.32
Total	28	3.14	4.50	3.80	0.30

The mean values of traditional and innovative motivational strategies were found similar meaning that the English teachers almost equally use both traditional ($\bar{x} = 3.86$) and innovative ($\bar{x} = 3.74$) strategies in class.

5.2 Students’ Preference for Motivational Strategies

Regarding the extent that the students agree with the statements of their preference for motivational strategies used by their English teachers, it was found that the average mean value was 4.01 meaning that the students in general agree with these statements.

Table 4 presents the mean value of the students’ preference for each motivational strategy ranging from the most to the least agreed item.

Table 4. Students’ preference for teachers’ motivational strategy use

No.	Statement	Type	Mean	Level of agreement
28	I like it when my English teacher creates a pleasant and relaxed atmosphere in the class.	I	4.53	Strongly agree
13	I like it when my English teacher allows us to use dictionaries in class.	T	4.45	
18	I like it when my English teacher allows us to speak Thai in class.	T	4.39	
27	I like it when my English teacher recognizes my effort and compliments my success.	I	4.34	

4	I like it when my English teacher makes us play games in class.	I	4.33	
14	I like it when my English teacher makes us use the Internet, CDs or other kinds of resources to do project work.	I	4.33	
21	I like it when my English teacher supplements our textbook with other materials.	I	4.19	
22	I like it when my English teacher surprises us with new activities in order to maintain our interest.	I	4.19	
26	I like it when my English teacher sets a personal example with his/her own behavior.	I	4.18	
9	I like it when my English teacher makes us work in small groups.	I	4.16	
12	I like it when my English teacher uses songs in class.	I	4.10	
25	I like it when my English teacher makes us do self-evaluation and peer evaluation.	I	4.08	Agree
24	I like it when my English teacher gives us questionnaires to evaluate his/her teaching at the end of the semester.	I	4.07	
15	I like it when my English teacher makes us translate English texts into Thai.	T	4.06	
20	I like it when my English teacher puts emphasis on communicative competence.	I	4.03	
23	I like it when my English teacher evaluates my English progress using tests.	T	4.02	
16	I like it when my English teacher follows our textbook.	T	4.00	
No.	Statement	Type	Mean	Level of agreement
19	I like it when my English teacher lays down rules and regulations to be followed in class. (e.g. Hand in homework on time, Be honest, etc.)	T	3.96	
17	I like it when my English teacher speaks English in class.	I	3.92	
5	I like it when my English teacher asks us to memorize lists of vocabulary.	T	3.87	
1	I like it when my English teacher makes us practice dialogues in pair.	I	3.82	Agree
6	I like it when my English teacher makes us read stories or other various kinds of texts in class.	T	3.82	
8	I like it when my English teacher addresses questions to the whole class.	T	3.76	
11	I like it when my English teacher makes us do dictations.	T	3.68	
2	I like it when my English teacher makes us do listening activities through audio or video.	T	3.64	

3	I like it when my English teacher makes us do grammar exercises.	T	3.64	
7	I like it when my English teacher makes us write letters or other various kinds of texts in class.	T	3.43	
10	I like it when my English teacher assigns homework to us.	T	3.40	Neutral
Average			4.01	Agree

Table 4 shows that the students strongly agree with six items (28, 13, 18, 27, 4, and 14). Item 28 ‘I like it when my English teacher creates a pleasant and relaxed atmosphere in the class’ was the item ranked the strongest agreement ($\bar{x} = 4.53$) meaning that the students preferred this motivational strategy the most. On the contrary, item 10 ‘I like it when my English teacher assigns homework to us’ was given the least agreement among the 28 items meaning that students do not prefer this motivational strategy in comparison to the others. Concerning the rest 21 items, the students agree with all of them.

The results of the analysis of the students’ preference based on the categories of innovative and traditional motivational strategies are shown in Table 5.

Table 5. Students’ preference for teachers’ use of motivational strategies based on typesnoaous kinds of texts in class

Motivational strategy type	N	Minimum	Maximum	Mean	S. D.
Innovative	14	2.71	4.93	4.16	0.46
Traditional	14	2.43	5.00	3.87	0.49
Average		2.86	4.89	4.01	0.45

It was found that the mean values of the students’ preference for both innovative and traditional motivational strategies fall into the range of “agree”. The mean value of the students’ preference for innovative strategies was, however, slightly higher than that of the other meaning the students prefer innovative motivational strategies than the traditional ones.

5.3 Difference between Teachers’ Use of Motivational Strategies and Students’ Preference

The result of t-test reveals a significant difference between the teachers’ average use of motivational strategies and the students’ average preference at the 0.01 level ($p < .01$). Table 6 delineates the difference between the teachers’ use of the 28 motivational strategies and the students’ preference for each of them.

Table 6. Difference between teachers' use of motivational strategies and students' preference

Item No.	Student (n=219)		Teacher (n=77)		T	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.		
1	3.82	0.86	3.65	0.85	1.48	0.14
2	3.64	0.85	3.29	0.90	3.08**	0.00
3	3.64	0.79	4.23	0.72	-5.75**	0.00
4	4.33	0.71	3.12	0.73	12.79**	0.00
5	3.87	0.79	3.84	0.81	0.22	0.82
6	3.82	0.81	3.40	0.82	3.89**	0.00
7	3.43	0.83	2.87	0.80	5.26**	0.00
8	3.76	0.84	4.39	0.69	-5.95**	0.00
9	4.16	0.66	4.12	0.76	0.52	0.60
10	3.40	0.93	4.34	0.79	-7.92**	0.00
11	3.68	0.90	3.26	1.02	3.45**	0.00
12	4.10	0.87	2.87	0.94	10.49**	0.00
13	4.45	0.68	4.31	0.86	1.25	0.21
14	4.33	0.77	3.69	0.99	5.15**	0.00
15	4.06	0.80	3.75	0.92	2.63**	0.01
16	4.00	0.77	3.69	0.99	2.55**	0.01
17	3.92	0.89	3.82	0.68	1.06	0.29
18	4.39	0.72	3.92	0.68	5.13**	0.00
19	3.96	0.92	4.68	0.50	-8.46**	0.00
20	4.03	0.78	3.97	0.71	0.53	0.60
21	4.19	0.71	4.01	0.68	1.91	0.06
22	4.19	0.78	3.55	0.85	6.05**	0.00

Item No.	Student (n=219)		Teacher (n=77)		T	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.		
23	4.02	0.83	4.08	0.56	-0.70	0.48
24	4.07	0.75	2.88	1.32	7.50**	0.00

25	4.08	0.72	2.95	0.92	9.81**	0.00
26	4.18	0.74	4.60	0.59	-4.48**	0.00
27	4.34	0.73	4.62	0.54	-3.56**	0.00
28	4.53	0.65	4.48	0.58	0.64	0.52
Innovative	4.16	0.46	3.74	0.38	7.28**	0.00
Traditional	3.87	0.49	3.86	0.32	0.13	0.90
Average	4.01	0.45	3.80	0.30	4.70**	0.00

**Significant at the 0.01 level (2-tailed)

Altogether, among the 28 motivational strategies, significant differences at the 0.01 level ($p < .01$) were found between the mean values of the teachers' use of and the students' preference for 19 motivational strategies. It should be pointed out that 13 motivational strategies (item 2, 4, 6, 7, 11, 12, 14, 15, 16, 18, 22, 24, and 25) out of 19 showing statistically significant differences are those for which the students' preference is greater than the teachers' actual use meaning that these motivational strategies are not relatively used by the teachers as often as the students prefer. For instance, item 4 'I like it when my English teacher makes us play games in class', item 12 'I like it when my English teacher uses songs in class', and item 25 'I like it when my English teacher makes us do self-evaluation and peer evaluation' were the items with the greatest difference meaning the English teachers' actual use of these motivational strategies did not come up to the students' preference. On the other hand, items 3, 8, 10, 19, 26 and 27 are the motivational strategies of which the teachers' use is relatively more frequent than the degree of the students' preference for them. For example, item 19 'I like it when my English teacher lays down rules and regulations to be followed in class (e.g. Hand in homework on time, Be honest, etc.)' and item 10 'I like it when my English teacher assigns homework to us' were the items with statistically significant differences meaning these motivational strategies are frequently used by the English teachers while the students' preference for them is not great.

Interestingly, a significant difference was discovered among the teachers' use of innovative motivational strategies and the students' preference for them, though the results reported in the previous sections indicate that both the teachers' use of and the students' preference for innovative motivational strategies were in the range of "often" ($\bar{x} = 3.74$) and "agree" ($\bar{x} = 4.16$). This means there is a mismatch between the teachers' use of innovative motivational strategies and the students' preference for them.

6. Discussion and Implications

As the results indicate, both innovative and traditional motivational strategies are almost equally used by the Thai EIL teachers. For the students' preference for these motivational

strategies used by their English teachers, innovative strategies were discovered more preferred by the students though the mean values of the students' preference for both the innovative and the traditional motivational strategies were in the same level of agreement.

On the whole, however, a significant difference was found between the teachers' use of motivational strategies and the students' preference at the 0.01 level ($p < .01$) meaning some motivational strategies are not used frequently enough by the teachers as much as they are preferred by the students. On the contrary, some motivational strategies are often used by the teachers while the students' preference for them is not so great. In particular, the difference was significant among innovative motivational strategies while almost no difference was found among traditional ones.

EIL teachers should be encouraged to actively look for motivational strategies which are more effective for enhancing their students' motivation, and to find out whether their selection of motivational strategies comes up to students' preference. This study suggests English teachers use more games (item 4) and songs (item 12) as ones of the methods of building enjoyable classroom atmosphere, to be more creative in assessing students' progress using self-evaluation and peer-evaluation (item 25), and to actively ask for students' opinion and evaluation of their teaching through the questionnaire at the end of the semester (item 24). On the other hand, teachers should seek their students' agreement when laying down rules and regulations to be followed in class (item 19) in order to arouse students' spontaneous participation. Teachers should also reduce the frequency of use of motivational strategies such as assigning homework (item 10), addressing questions to the whole class (item 8), and making students do grammar exercises (item 3) since these motivational strategies are considered more frequently used by the teachers in comparison to the students' preference for them.

Findings of this study are meaningful considering the positive dynamics among teachers' use of motivational strategies, students' L2 motivation, and their L2 achievement as mentioned at the beginning of this paper (Bernaus & Gardner, 2008). Bearing in mind the fact that L2 can be better achieved by more motivated students, and students' motivation can be enhanced by teachers' use of motivational strategies, acknowledging and investigating students' preference for motivational strategies used by teachers is important since it is expected that when there is a match between these two variables, there will be a driving force for students' motivation. In this sense, this study holds its significance and uniqueness since there have been limited studies on motivational strategies used by EIL teachers and students' preference.

7. Recommendation

Considering this study concentrated on M.3 students (Grade 9), investigating preference for motivational strategies of students with different ages might be interesting. Future study may investigate whether the preference for motivational strategies of younger students differs from that of older ones. For example, researchers may focus on how the preference for motivational strategies of elementary school students differs from that of middle school students, or how their preference changes as they grow up across elementary school,

secondary school, and university. This might provide some practical implications for English teachers in schools of different grades.

It might also be interesting to find out motivational strategies used by teachers with different demographical background. For example, if male teachers tend to use some particular motivational strategies while female teachers do not, or whether the use of motivational strategies varies according to the length of teaching experience.

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