

Students' Perceptions of Teachers' Motivational Strategies in English Classes

Xiaolin Xue

Institute of Education(master)
University College London
London, UK
xuexiaolin_xjtu@qq.com

Abstract—This study aims to examine what students perceived most frequently used motivational strategies are in English freshman's core courses at Xi'an Jiaotong University and how English major freshmen students felt about the motivational strategies in their program's core courses. The study used a questionnaire to provide a frequency sort of the motivational strategies used in classes and semi-structured interviews to investigate how students perceive these strategies. The study mended the gap for the lack of the students' perceptions of EFL teacher's motivational strategies. It encourages further research to gather more data, and use quantitative method, in order to prove whether the motivational strategies can provide above benefits for the students and stimulate their positive emotions.

Keywords: *EFL classrooms, students' voice, motivational strategies*

I. INTRODUCTION

Motivation for second language acquisition has played an indispensable role in the academia in recent decades. In order to boost students' motivation, research focus has been transformed from the traditional concern of what is motivation to what we can do to actually motivate learners [1]. Proper motivational strategies are listed by many researchers, with the most comprehensive and influential one being Dörnyei's list of 102 specific strategies [2]. However, many researchers still find his list of strategies insufficient, adding new ones after experiments. The ignorance on the student's perceptions and the fact that that motivational strategies should be re-considered under the non-western environment lead to the conduction of this current research, which aims to explore college students' perceptions of the motivational strategies used by their teachers in class teaching.

Given the limitations of the studies of motivational studies, the dissertation aims at reconsidering the motivational strategies construction and paying attention to the students' feelings by setting the research site at a Chinese university and setting up semi-structured interviews for the students. The research is useful both to the academia and the practical uses. It adds new perspectives for the future studies on language learners' motivation and teachers' use of motivational strategies because it fills the gap and promises to focus on the students' views on this topic. Besides, it may offer practical insights to the English teachers and institutions so that they can be aware of their uses of motivational strategies, and modify

their implementation of the motivational strategies according to the students' comments on them.

II. LITERATURE REVIEW

A. Motivational Strategies

Research focus has been transformed from the traditional concern of what motivation is to what we can do to actually motivate learners[1]. The transformation brought about the research attention on motivational strategies. Dörnyei defined motivational strategies as 'techniques that promote the individuals goal-related behavior[2].' This thesis agrees with Dörnyei's definition of motivational strategies.

According to Dörnyei's[2], motivational strategies can be employed in various circumstances, such as business management and teacher's instruction in subjects like physical education. While other studies investigated parents' role of motivating children or physical education, Chambers proved the importance of teacher's influences, both positive and negative, on language learner's motivation[3]. This paper focuses on the EFL teacher's motivational strategies, i.e. EFL teachers' techniques that promote the English learners' goal-related behavior.

Studies have been conducted to recommend specific techniques for teachers to motivate language learners. Later, a Motivational Strategies Taxonomy was suggested by Guilloteaux and Dornyei[2]. They suggested four dimensions in motivational teaching practices, i.e. creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, encouraging positive retrospective self-evaluation. Each macro-strategy contains a list of sub-strategies. Specifically, creating basic motivational conditions refers to the establishment of teacher-student rapport, the classroom atmosphere and learner groups with norms. Generating initial motivation means the strategies for developing learners' expectancy and their attitudes towards the class and the target language. Maintaining and protecting motivation is marked by promoting specific task motivation, leading learners to success experience, encouraging learners to keep positive attitudes even facing threatening tasks. Encouraging positive retrospective self-evaluation is the promotion of adaptive attributions, providing effective feedback, and offering grades in a motivational manner.

B. Theoretical Framework

In Gardner’s motivation framework, the interplay of instrumental and integrative forms a person’s motivation. Instrumental motivation affects achievement, but the major aspect in it is not the instrumentality per se but the motivation [4]. For the FL learners, learning FL driven by the practical uses such as better career and higher income are motivated by instrumental orientation, emphasizing a more utilitarian value on language study [5]. By contrast, Gardner defined integrative motivation as motivation influenced by group related and context related attitudes, integrativeness and attitudes toward the learning situation, respectively [4]. (p. 168)

There are criticisms toward instrumental and integrative dichotomy, mainly, questioning whether instrumental and integrative can explain full picture of motivation [6]. In order to solve the problems caused by the limitations of the original model Chen et al.’s required motivation would be added as part of my model to consider the Chinese setting. In light of the fact, Chen et al. added required motivation in the theoretical basis, which refers to motivation brought by the institutions. Fig. 1. shows the combined framework of Gardner and Chen et al’s orientation of the motivation.

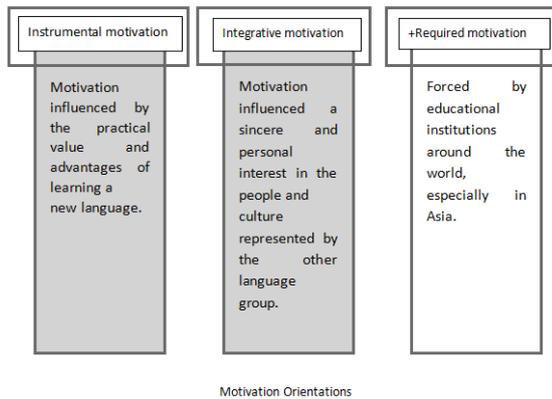


Fig. 1. Combined framework of motivation orientation.

III. METHODOLOGY

In order to provide a holistic picture of the use of motivational strategies in Chinese EFL classrooms, this thesis used a questionnaire to test motivational strategies employed by teachers and semi-structured interviews to explore students’ perceptions of the employed motivational strategies.

A. Research Questions

The study seeks to find out the following questions :

What do the English-major Freshmen think are the most frequently used motivational strategies in “core courses” at XJTU?

How do the English major Freshmen at XJTU feel about the motivational strategies used in the core courses?

B. Research Site and Participants

English department at the school of foreign language, Xi’an Jiaotong University focuses on training basic language skills. It is devoted to optimize the knowledge structure of students by making full use of the resources provided by Xi’an Jiaotong University. In order to achieve the above goals, the first semester professional core courses designed for the freshmen are English visual, listening and speaking, comprehensive English, English writing, English speech, English-speaking society and culture, an introduction to English phonetics. Because of the ethical issues, the professors teaching the above courses will not be given. The frequency will be based on these courses in the first semester.

There are 55 first-year students evenly divided into three classes in English department in the academic year 2019-2020. All students filled in the questionnaire (although only 50 of them are valid) and 8 of them were chosen randomly for interviews.

The participants’ background information (i.e. gender and years of learning English) are listed below Table I:

TABLE I. PARTICIPANT INFORMATION

Participant number	Gender	Years of learning English
8101	female	10 years
8201	female	12 years
8202	female	12 years
8301	female	10 years
8302	male	12 years
8102	male	12 years
8303	female	10 years
8202	female	18 years

C. Instruments

- Motivational Strategies Questionnaire

The questionnaire used in this research was designed based on “in-class motivational strategy questionnaire” proposed by Guilloteaux and Dörnyei’s [1], which containing 25 clearly defined motivational strategies. The questionnaire contained a 6-point likert scale from A (Never) to F (Always). The personal information containing students’ name and telephone numbers were also included for the purpose to select interview participants. The questionnaire was translated into Chinese. Two English-major seniors and a professor were invited to check the accuracy of the translation. The questionnaire will be shown in the appendix.

The researcher sent the questionnaire through Wenjuanxing (a Chinese website for gathering and managing quantitative data). The researcher went to classrooms during the teaching break to invite the students to fill in the on-line questionnaire. A paper version of the questionnaire was also prepared in case any student’s telephone was out of power and could not read the on-line questionnaire. In case any student was confused by

the wordings of the questions, explanation was made by the researcher. What's more, in Dörnyei's research, the data of the motivational strategy frequency were gained from class observation rather than questionnaires [1], so the researcher need to modify the list into a questionnaire. After the revise, the reliability and the validity of the questionnaire should be tested initially to show whether the modified questionnaire is valid and reliable. After the revise, the reliability and the validity of the questionnaire were tested initially to show whether the modified questionnaire is valid and reliable and the results are shown in Table II and III.

TABLE II. RELIABILITY TEST

Cronbach's Alpha	Standardized item based Cronbachs Alpha	Number of Items
.896	.899	25

TABLE III. KMO AND BARLETT'S STATISTICS

Sampling enough Kaiser-Meyer-Olkin metrics.		.653
Approximate chi square		772.863
Bartlett's sphericity test	df	300
	Sig.	.000

- Semi-structured interview

The semi-structured interview aims at investigating perceptions of the students. The frequency sort provided by the questionnaire analysis acted as the premise for the design of interview questions: more questions were designed regarding the motivational strategies which were more frequently used in class teaching. The interview outline contains five sections: 1). the students' understandings of the definitions and the purposes of motivational strategies; 2). their most and least favorable motivational strategies and reasons; 3). drawing on Guilloteaux and Dörnyei's taxonomy, their understanding of the teachers' creation of basic motivational conditions, their teachers' initial efforts to motivate students, their teachers' actions to maintain students' motivation and motivational feedback were asked; 4). their perceptions of each mentioned motivational strategies; 5). personal information such as why they chose English as their major based on the motivational orientation theory. The outline will be shown in the appendix.

The length of the interview ranges from 16 minutes to 23 minutes. The sequence of the questions might be different from the outline and some questions were added or deleted based on the answers given by the participants. All the interviews were recorded for later transcription.

The text converted from the recordings were analyzed through Nvivo 11 following thematic analysis for two reasons. Firstly, thematic analysis is flexible and offers an accessible form of analysis. Secondly, thematic analysis checks the different perspectives of research participants, finding similarities and differences, and generating unexpected points. Exploring the similarities of and differences in students' perceptions and feelings is one purpose of this dissertation.

IV. RESULTS AND DISCUSSION

Descriptive statistical analysis is done through SPSS in order to provide a frequency sort of the motivational strategies. Also, the interviews showed that students held different opinions on the effects of the motivational strategies their teachers employed in English classes.

A. Descriptive Statistical Analysis of the Motivational Strategies

Among 55 returned questionnaire, 50 were valid. The effective questionnaire returns ratio is around 90%. The data of the questionnaires were transferred from Wenjuanxing to SPSS20.0.

Descriptive statistical analysis of each indicator of the questionnaire yielded the mean and standard deviation of each indicator. There are 12 out of 25 indicators below the total mean, which means 13 strategies are higher than the total mean. Among these 13 items, most are related to cooperation, guidance and promotion of culture understanding. This shows that professors pay more attention and are good at stimulating these aspects. The frequency sort of the 12 items are shown below Table IV.

TABLE IV. STRATEGY DESCRIPTION STATISTIC

Motivational strategies	Mean	Standard deviation
Group work	4.74	0.803
Promoting cooperation	4.72	0.97
Promoting integrative values	4.6	0.904
Personalization	4.54	0.952
Promoting instrumental values	4.48	0.974
Promoting autonomy	4.46	0.788
Pair work	4.38	0.923
Neutral feedback	4.38	0.987
Process feedback	4.36	0.693
Effective praise	4.32	0.913
Elicitation of self or peer correction	4.24	0.716
Arousing curiosity or attention	4.1	0.886

The frequency analysis showed the top two frequently used strategies were cooperation and group work. It proves that teachers motivated students to communicate with group members in order to gain answers, to chat or to prepare for a follow-up presentation. These strategies could stimulate and activate students' intellectual abilities, the abilities to work with different group members and to practice public speaking skills in the presentation.

This frequency sort in this research is remarkably different from other research. Although no similar research focusing on the frequency of motivational strategies in Chinese class

teaching contexts, similar ones can be found in other countries, for example, in Korea where Guilloteaux and Dornyei did a study using class observation. In their research neutral feedback (i.e. going over the answers of an exercise with the class without communicating any expression of irritation or personal criticism) and establishing relevance (i.e. connecting what has to be learned to the students' everyday lives) were used significantly more frequently than the other strategies [1], whereas group work and promoting cooperation only ranked in the middle. Likewise, Henry, Korp, Sundqvist, and Thorsen's research shows that Swedish class showed a high frequency of competition and cultural related motivational strategies [7].

There can be various explanations for the difference between the current research results and the results of research abroad. Decker, Calo, Yao and Weer made a hypothesis that Chinese students are more familiar with working within a group and are more willing to join group work than Americans, which is based on the theory of Chinese collectivism [8].

B. Semi-structured Interview

The findings of the interview data about the students' perceptions towards the motivational strategies that they experienced are coded and categorized, and three salient themes appear, which are students' perceived effects of motivational strategies, factors that contribute to positive emotions, factors that contribute to hard work.

1) Students' perceived effects of motivational strategies

a) Responses: When asked the effects of the motivational strategies, more than half of the students mentioned that sometimes teachers randomly asked a student to answer a question when nobody was willing to participate. They believed that such a motivational strategy triggered their responses and by doing so, teachers successfully encouraged students' participation. The following excerpt can show how a teacher was triggering instant responses by calling students randomly and creating a readily responding atmosphere for the rest of the class:

A: So you've always been relaxed in class?

B: I only feel nervous when the teacher was ready to ask questions but don't know whom to call.

A: Why doesn't he know whom to call?

B: Nobody raises hand. The teacher looks around and say "let's call a student randomly", and then there will be a long pause. (Participant 8203)

According to the participant, the teacher successfully attracted the class's attention by asking a student randomly to answer her question, as indicated by the expressions of "looking around" and "a long pause". Other students reported that a teacher might also deliberately call a sleepy student. When students were sleepy or absent-minded, teachers could draw their attention by asking questioning. The participants considered question-asking as an effective way to stimulate their responses, while they also reported nervousness and sometimes embarrassment caused by the "question-answer" interaction, For example:

A: Firstly, how do you understand motivational strategy?

B: It's a way to motivate the student to respond in class and then let the teacher feel how the student understands what he is teaching.

A: Well, can you imagine the motivational strategies the teacher used in class? Can you give me an example?

B: For example, I was so sleepy last semester when I was in *** class that the teacher asked me to get up and answer the question.

A: So you think the teacher is asking you a question when you're sleepy, why do you think he uses this strategy.

B: Because he's trying to sober me up.

A: Well, do you think it's got the effect that the teacher expected?

B: Of course. (Participant 8202)

b) Involvement: Involvement in different activities such as discussion on a topic or group work could improve students' language abilities, such as communicative skills. However, students were not willing to participate in the activities unless the teacher employed effective motivational strategies to encourage their involvement. It was found that the participants' involvement in the activities helped to stimulate students' motivation to perform better.

A: Can you think about a time when a teacher used a motivational strategy in your class?

B: Maybe sometimes teacher likes to divide people into groups and then you get a little bit of competition between groups and then you try to get things done because you're competitive. (Participant 8301)

According to the above excerpt, by evoking students' interests of competition, the students are willing to be involved in class activities. The participant considered participation in the activity beneficial, because it supported their learning.

The completion of the activity also brought about a sense of accomplishment, which further motivated the student to take part in similar activities in future:

A: My research is mainly about teachers' motivational strategies for students. Can you think of a motivational strategies your teachers use in class.

B: For example, in *** course, teachers sometimes add extra points for us in the final grades if we can recite words on the blackboard and imitate some fragments from the classic excerpts, and even if there is no extra points bonus some teachers will give us, for example, bonus like sugar.

A: What's your feeling about that when your teacher is giving your prizes?

B: I think it is the fulfillment of the task itself give me a sense of accomplishment. (Participant 8102)

In the above excerpt, the student involved in the activity as she was motivated by the "extra points" and "snacks". When involved, the student felt "more accomplishment", which encouraged her to participate and involve in the next activity.

c) Interest: Students pointed out that skillful teachers could make potentially boring tasks attractive. For example, they said although recitation always tended to be tedious, by using appropriate motivational strategies their teachers were able to arouse their interest in the task.

B: Because it feels freer than the teacher talks alone and you listen to and recite her words which you can't concentrate for 50 minutes. But when you have an interaction and you are in a group, you can publish your own ideas instead of just listening to the teacher. What's more, communicate with each other is very good because we only take professional courses together and other courses alone.

A: Then why do you think the teacher let you use this strategy.

B: On the one hand, because it stimulates our listening, speaking, reading and writing skills. On the other hand, it makes his lesson more interesting, and in some way we cherish the opportunity. (Participant 8303)

Students felt it difficult to keep focused in a two-hour lecture, especially when the teacher was doing all the talking. In this case group works arranged by the teacher attracted the students' attention. The students mentioned that when working with classmates, they were more likely to enjoy the time and find the topic interesting.

d) Deep Thoughts: Two students positively commented on their teachers who always encouraged them to express their feelings and shared their own experiences.

B: They can encourage students to learn to develop some of their self-learning skills and even encourage them to think about things like how they plan for themselves in the future.

A: According to your understanding of the results of the motivational strategy, can you think about the motivational strategy employed by the teacher in classes?

B: What impressed me the most was that in *** class, the teacher would read an article, for example, I remember that we had an article about a man who had saved the man who had fallen into water, but he ended up dead. Then the teacher asked what I would have done if it was me in the article and let us think about some of these questions and then what we would have done in that situation.

A: Do you like the teacher's strategy?

B: In fact, whether I like it or not, I just think this is a very different experience, because other teachers may have finished the text right away, without encouraging us to think about these issue. This is the kind of question which I wouldn't have think about it if the teacher didn't mention it. Maybe it's because you don't have a lot of opportunities in your life to think about this, right? Well, so I think the purpose of the teacher is to let us have a deeper inner-heart discussion and understand ourselves better.

The above excerpt showed that the student regarded the experience as meaningful and impressive. Gardner defines that English is not only instrumental (learning FL driven by the practical uses such as better career and higher income are motivated by instrumental orientation[4], emphasizing a more utilitarian value on language study) but also integrative (motivation influenced by group related and context related attitudes, integrativeness and attitudes toward the learning situation, respectively), which means that culture in English-speaking countries is also an indispensable element to be implemented in the English classes.

2) Factors that contribute to positive emotion: Students' positive emotions are worth attention because research has proved that the positive emotions not only bring cognitive and motivational benefits[9], but also contribute to students' psychological well-being.

In this research the participants reported different feelings for the motivational strategies adopted by the teachers. The factors which the had influenced their emotions were teachers' persona, students' hobbies and their personalities.

a) Teacher's Persona: According to the students, teachers' different styles contributed to different class atmosphere, teachers' personal experiences attracted students in different ways and their academic positions also influenced students' emotion.

A: Think about other teachers' classes. When different teachers use the same motivational strategy, is there a possibility that other teachers might have a different feelings on you when applying the same strategy?

B: Because the teacher gave quite different feelings, some teachers are very casual and easygoing, but other teachers are very professional. I'm not saying I'm afraid, but they do have a sense of distance.

A: Which type do you think can bring you happy mood?

B: I feel like a more easygoing the teacher.

A: Why?

B: It has a more relaxing atmosphere, so I don't need to be afraid. (Participant 8101)

What's more, several students mentioned that nothing could be more cheerful when they received praises from strict teachers, as strict teachers tended to have higher expectations:

B: That is, if the teacher who has been strict gives me praise or something, I will feel much happier than gaining praise from the easygoing teacher.

A: Why?

B: Because rare things are more treasured. Teachers who may be more severe seldom give us praise. (Participant 8201)

Three students mentioned that some teachers liked to talk about their own experiences in teaching. They reported that some of the so-called "small talks" were related to teaching content, while others were to create motivational conditions, or to inspire students to think. Two participants said they enjoyed teachers' share of experiences, whereas one said she felt "confused" when hearing about that. In the excerpt below, the student enjoyed teacher's small talk related to the teaching materials, which in his eyes was an interesting way to understand American culture.

B: Our *** teacher. He always looks back on his childhood.

A: How did you feel when he looked back on his childhood?

B: I listened carefully because I was curious about American culture and it's like the extended material from the course. I think we can truly experience the image of American culture rather than just read the not vivid words on the coursebook. (Participant 8302)

One student complained about the experience sharing, saying that it was not at all relevant to the knowledge and the teacher spent long time on it.

A: Can you describe it in details at that time? Don't tell me the teacher, just described the scene and your psychological feelings.

B: He was making a sentence when he was suddenly started to share his research direction of the Sino-US trade war and the rise of China.

A: So how do you feel?

B: I was confused.

A: Why?

B: There is no relation between our exercise and his research, but he spends 40 minutes talking about it. (Participant 8201)

From the two examples above, the students liked the teachers' experience sharing when such experiences were relevant to the topics of the class teaching, and hence, could support their understandings of the teaching content.

One student said that when teacher negatively commented on her contributions, whether she would be convinced or not depended on the teachers' academic positions.

A: How do you feel when your teacher makes a different point of view or criticizes you?

B: If it is different opinions, I should adopt them modestly and if it is criticism, I can't refute it by myself, so even if I'm unconvinced, I won't refute.

A: Do you feel different when different teachers criticize you.

B: If you were a very incredible professor or something, saying I did something wrong, I'll admit it. But if you were not rigorous about scientific research, and you still criticize me, I would be very unconvinced. (Participant 8201)

b) Students' interest: Different students could respond differently to the motivational strategy a teacher employed. The following excerpts present how two students had different reactions to the same activity, i.e. singing.

A: Can't you recall the activities you enjoyed in class?

B: Yes, the teacher of ***, she sometimes lets us sing and although it is relatively rare, we cherish that a lot. Especially the teacher, she is very elegant, sings really beautifully and also, I like singing. (Participant 8102)

However, the other student reported different emotions regarding whether singing motivated his learning.

A: Is there any activity that you don't like?

B: Singing! Singing!

A: What was your feeling when the teacher asked you to sing?

B: Resistant! I don't want to sing.

A: Did the other students react like you did?

B: Everyone is different because some people may like singing and it doesn't annoy them and they can feel happy but I'm so confused. (Participant 8101)

c) Students' interest: Different students had different personalities; this also explained different students' emotional reactions to the same emotional strategy adopted by their teachers. In the following excerpt, for example, although the student admitted that the task helped improve her spoken English, she was too shy to speak publicly:

A: Are there any activities and motivational strategies that make you feel uncomfortable or stressed?

B: Public speaking! I am shy to speak in front of others, especially when there are more people, I am easily very nervous and then I would be speechless. The last time when I was doing a speech, I can't recall the draft at all after saying out aloud three sentences, even though I've recited it more than 20 times. As soon as I went up the platform, I forgot the words, and I can only make it up.

A: Don't you think some skills are developed in the process of making it up?

B: Maybe I can improve spoken English, but I still don't want to do it. I prefer to write. (Participant 8102)

3) Factors that contribute to hard work

As discussed earlier, most of the students believed that easygoing teachers made learning a delightful experience. However, them all admitted that strict teachers helped them improve their performance. For example, in the following excerpt, although the student reported to be "nervous" and

"scared", he was thankful as he had been pushed to carry out the task carefully.

Personally, I prefer the nervous kind. I get scared when I get nervous and then I would try to prepare more carefully, so in this way, the strict type is more effective. (Participant 8101)

From the analysis of factors that contributed to positive emotions and factors that triggered hard work, it can be seen that it is difficult to judge which motivational strategy is more effective because delightful and relaxing motivational strategies tended to fail to encourage students to work hard.

V. CONCLUSIONS

A. Major Findings

The study aims at exploring the students' perceptions of motivational strategies teachers adopted in English classes. The results show that by experiencing large scales of group work, promoting cooperation and other commonly used motivational strategies related to teachers' guidance and their promotion of understanding, students generally show positive feelings towards the motivational strategies.

Specifically, students perceive motivational strategies positively because teachers' motivational strategies encouraged them to participate in teaching activities, enhanced their interests in teaching content, and inspired students in learning. However, the effect of the strategies is influenced by teachers' teaching styles, personal experiences and academic positions, students' interests and personalities. Also, it is worth noting that although some participants favored a relaxing classroom atmosphere, all students reported that strict teachers better supported their academic learning.

B. Implication

This study used a questionnaire and semi-structured interviews to explore students' perceptions towards motivational strategies. The research findings have the following implications: First, language teachers and course organizers should be aware of students' perceptions towards the effectiveness of various motivational strategies. For example, this research found that the frequently used strategy were to enhance cooperation, provide guidance and promote cultural awareness. In the futures, more types of motivational strategies could be carefully designed and adopted to support students' language learning.

When analyzing the "effectiveness" of the motivational strategies, most of the research defined effectiveness according to students' English proficiency levels or their original motivational intensity levels after a long-time implication of the motivational strategies. However, students' emotional reactions to a motivational strategy have long been overlooked. The research showed that students positive emotional reactions did not necessarily lead to their better academic performance. Therefore, the study encourages further reflections on the definitions of "effectiveness" in motivational strategies.

C. Limitations

The study is based on a general and panoramic picture of the motivational strategies employed during class, so there might be too much trivial information which cannot be categorized easily. It is suggested that future research focus on a specific type of motivational strategy which is used in a range of courses, or a specific course in which various motivational strategies are adopted. It encourages further research to gather more data, and use qualitative method, in order to prove whether the motivational strategies can provide above benefits for the students and stimulate their positive emotions. Furthermore, further research can be done as to how the motivational strategies bring different effects to different types of learners.

REFERENCES

- [1] M. J. Guilloteaux and Z. Dornyei, "Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation," *TESOL Quarterly*, vol.42, no. 1, pp. 55–77, 2008.
- [2] Z. Dörnyei, *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press, 2001
- [3] N. G. Chambers, *Motivating Language Learners*. Clevedon, UK: Multilingual Matters, 1999.
- [4] R. C. Gardner, *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold, 1985.
- [5] C. M. Ely, "Language Learning Motivation: A Descriptive and Causal Analysis," *The Modern Language Journal*, vol. 70, no. 1, pp.28–35, 1986.
- [6] J. F. Chen, C. A. Warden and H. T. Chang, "Motivators That Do Not Motivate: The Case of Chinese EFL Learners and the Influence of Culture on Motivation," *TESOL Quarterly*, vol. 39, no. 4, pp. 609, 2005.
- [7] A. Henry, H. Korp, P. Sundqvist and C. Thorsen, "Motivational Strategies and the Reframing of English: Activity Design and Challenges for Teachers in Contexts of Extensive Extramural Encounters," *TESOL Quarterly*, vol. 52, no. 2, pp. 247–273, 2017.
- [8] W. H. Decker, T. J. Calo, H. Yao and C. H. Weer, "Preference for group work in China and the US," *Cross Cultural Management: An International Journal*, vol. 22, no. 1, pp. 90–115, 2015.
- [9] Y. G. Butler, "The role of affect in intra-individual variability in task performance for young learners," *TESOL Quarterly*, vol.51, no. 3, pp. 728- 737, 2017.