



RAISING MOTIVATIONAL STRATEGIES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS

Naema Ali Alkhaboli

English Department, Faculty of Arts, University of Zawia

EMAIL: n.alkhaboli@zu.edu.ly

Received 20/02/2024

Accepted: 16/03/2024

Available online: 30/06/2024

DOI

ABSTRACT

Learners encounter challenges in learning English as a foreign language for several reasons and issues that usually discourage them to learn. This has a direct effect on the whole learning procedure. The study of EFL classrooms has revealed that some motivational strategies can stimulate students to think more positively through their language learning process. This research discusses kinds of motivation strategies in EFL classroom and how they help in increasing students' progress in classrooms. Next, it critically examines the deficiencies in current motivation strategies and offers approaches to better enhance these strategies from the perspectives of both teachers and learners. A variety of motivational strategies can improve learner's foreign language learning. The research concludes by some recommendations for further research on foreign language motivations.

Key words: Motivational Strategies , Learning English , Foreign Language

رفع الاستراتيجيات التحفيزية في تعلم اللغة الإنجليزية كلغة أجنبية في الفصول الدراسية

نعيمة على الخبولى

قسم اللغة الانجليزية - كلية الآداب - جامعة الزاوية

EMAIL: n.alkhaboli@zu.edu.ly

تاريخ النشر: 2024/06/30م

تاريخ القبول: 2024/03/16م

تاريخ الاستلام: 2024/02/20م

الملخص:

يواجه المتعلمون تحديات في تعلم اللغة الإنجليزية كلغة أجنبية نتيجة لعدة أسباب وقضايا عادة ما تثبطهم عن التعلم. وهذا له تأثير مباشر على عملية التعلم بأكملها. كشفت دراسة الفصول الدراسية

للغة الإنجليزية كلغة أجنبية أن بعض الاستراتيجيات التحفيزية يمكن أن تحفز الطلاب على التفكير بشكل أكثر إيجابية من خلال عملية تعلم اللغة الخاصة بهم. يناقش هذا البحث أنواع استراتيجيات التحفيز في فصول اللغة الإنجليزية كلغة أجنبية وكيف تساعد في زيادة تقدم الطلاب في الفصول الدراسية. بعد ذلك، يدرس بشكل نقدي الطرق التي لا تزال بها استراتيجيات التحفيز ناقصة ويقدم لاحقاً بعض الأساليب لتعزيزها بشكل أفضل من وجهات نظر كل من المعلمين والمتعلمين. مصحوبة بمجموعة متنوعة من الاستراتيجيات التحفيزية التي يمكن أن تحسن تعلم اللغة الأجنبية لدى المتعلم. ويختتم البحث ببعض التوصيات لمزيد من البحث حول دوافع اللغة الأجنبية.

الكلمات المفتاحية: استراتيجيات تحفيزية ، تعلم اللغة الإنجليزية ، لغة أجنبية

Introduction

Motivating learners to learn another language is a multifaceted, and continually changing, subject. Saito, et al. (2017) pointed out that motivation is one of the most important issues in today's field of EFL as it cares about both how students are learning, and how content is taught. Ushioda (2014) stated that motivation is a variable of significance in human learning, reflected in aims and directions followed levels of effort invested, depth of participation, and degree of perseverance in learning. Although motivational strategies used in the language classroom are not related to a changing society, they are still properly dated. This research discovers motivation strategies in the EFL classroom and the ways in which they must be developed.

The research is divided into four main parts, which will be analyzed and critically evaluated. At first, it starts with documenting motivation within an EFL context. Second, it explains the role of motivation and its significance within a language learning context. Third, it concentrates on particular motivation strategies that are in use in EFL classrooms, examines contexts and the present related literature about them. Finally, it will suggest the ways in which motivation strategies and methods can be better boosted through the view of teachers and students.

Motivation and EFL

Zhou, (2018); Gardner, et al., (2004) mentioned that motivation is a decisive aspect in language learning process and has been demarcated in many ways as it represents several concepts. Zhou, (2012) described motivation generally as a learner's desire to participate in or obligate effort to ending a task. Dörnyei (1998) noted that motivation activates human behavior and guides the learners. Also, without the aspiration to learn, students are less to co-operate, take self-responsibility, or completely involve in the language learning process. This is in line with Dörnyei and Otto (1998), who viewed motivation as the procedures that can stimulate and activate behavior, give guidance to behavior, continue to allow behavior to persevere, and lead to choosing a specific behavior. (ibid., 1998) has a definition which is close to the previous one, they defined motivation as the changing increasing stimulation in a person that starts, guides, organizes, increases, ends, and assesses the intellectual and mechanical processes whereby first desires are selected, prioritized, operationalized and acted out. Teachers' skills in motivating students should be seen as essential to teaching efficiency (Dörnyei, 2001). Through this, teachers are seen as the key owners and one of their roles is unlocking enthusiasm in their students. This is not an easy task as motivation depends on a large group of factors inside and outside of the learner. Nevertheless, motivation is as well described as an important component of classroom learning which students are capable to freely self-control. A certain amount of motivation must come from both the learning environment and the learner. This means that both the students and the teacher are severely invested in enhancing motivation. Social psychologists, most EFL specialists and critical discourse analysts, admit that language teacher/student relationship is based on power. According to Thanasoulas, (2002) this power may be divided into three chief kinds: motivational, reward-based, and coercive.

Motivational power is the most effective and applied power relationship given that it includes a student-centered strategy, which means that students' selections and actions play a significant role in their learning. A student with high level of motivation will be more responsible for his learning and a student who is given more independence will then have more motivation. Autonomy-promoted learning, then, is seen as a main driving power in increasing learner motivation.

Whereas it is obvious that people have different levels of motivation, there are also diverse types of motivation. MacIntyre & Vincze, (2017) mentioned that these relate to main beliefs and objectives which frequently stimulate a form of action. Motivation differentiates two diverse types: intrinsic and extrinsic. Intrinsic motivation has come to be used to doing a task since it is interesting that a person finds it pleasant, whereas the extrinsic motivation has been used situations where students do something because they expect it to bring about a result, for instance employment or profitmaking. Ryan & Deci's, (2000) study has showed that the quality of performance and experience can be very dissimilar when a person is behaving for intrinsic reasons versus extrinsic causes.

White, (1959) stated that intrinsic motivation was first experimented on animal behavior during the 1950s. It has been revealed that some animals involve in inquisitiveness power learning without a reinforcement or reward. Ryan & Deci, (2000) pointed out that these behaviors obviously giving adaptive benefits on the creature seem not to be done for any such effective reason, but for the positive experiences connected with practicing and extending one's capabilities. Hence, while extrinsic motivation is defined as an operation action for a reward, activities for intrinsic-motivation are employed for the reward of the activity itself. Humans are naturally curious, and they show willingness to learn and explore from birth. This is a fundamental side of cognitive, physical and social development. In EFL, intrinsic motivation has been revealed to lead

to creativity and high quality teaching (ibid., 2000) and has appeared as an important factor which can be promoted or undermined by parents and teacher (Ryan & Stiller, 1991). If students have an inner motivation to learn a language, they find satisfaction and ambition in the learning process itself. Most daily activities people perform do not hold any intrinsic motivation. This is specifically the case in late childhood forwards, as freedom increasingly influenced by social effect, demands and the wish to conform (Ryan & Deci, 2000). Some researchers claim that intrinsic motivation weakens with each academic year.

The literature surrounding extrinsic motivation is more contested. Amongst other researchers (ibid., 2000) argued that learners can do extrinsically-motivated actions with lack of concern and confrontation or, instead, with an attitude of readiness that reflects an internal acceptance of the usefulness of a task. A motivational goal may contrast with the inner attitudes of the learning process itself. Extrinsic motivation can also differ in its level of independence. Students who do their assignments because they are extrinsically motivated and they do so to arrive at the result of avoiding them the consequences of not doing them. Similarly, students who finish their homework because of their belief that it is beneficial for their future career is also extrinsically-motivated for its effective quality, instead of its appeal. Both of these examples are described as influential, but the latter includes a feeling of choice instead of agreement with an external power.

Extrinsic motivation can be divided into four branches in order to develop this idea more clearly. These are: external organization (to do something to please the demands placed upon us); internal organization (when a person feels stressed to do something); identification (identifying the individual significance to do something); and integrated organization. This last form includes self-examination and integration with person's other needs and values. According to Ryan and Deci (2000), the more a learner comprehends

the causes for an action and internalizes to the self, the more one's extrinsically inspired actions become self-determined. Many integrated kinds of motivation overlap with intrinsic motivation, and both are self-directed. Many researchers such as MacIntyre & Vincze, (2017) believe that kinds of motivation can be positioned along a cline with the most extrinsic and intrinsic placed at each side. Of course, kinds of motivation can interact, and one kind can drive to another kind, as the pressure to get a job, which may drive a more intrinsic motivation when a person becomes satisfied and confident of his abilities and his competency. Certainly, competence is one of several factors that influence on motivation kinds and strength. A large number of EFL theories discover the factors which impact student motivation in foreign language contexts. These theories are discussed in the following section.

Motivating Language Learners

Research into foreign language learning motivation has been inspired by Gardner (1983, 1985) until the 1990s. During that time, motivation was seen as severely affected by learners' attitudes towards the second language itself along with the social opinions of that language's utterers (Dörnyei, 2001). Gardner (1985) as well claimed that attitudes towards a specific language group will impact how fruitful a learner becomes in acquiring that language. Williams (1994) supported this opinion, arguing that language learning is embedded in our sense of individuality and how we express this individuality through linguistic means, not only by learning the skills and the system-based rules. Bahous et al., (2011) mentioned that it comprises a change in self-image, adoption of new cultural and social behaviors and, so, has an important influence on the social nature of the learners. So, motivation does not only depend on learner's competence and performance, but on greatly less real factors such as the ideology a person attaches to the language and his/her awareness of oneself as a speaker of language.

Subsequent research into L2 learner motivation by Dörnyei (1998, 2001) and Williams (1994) also focused on the desire for a more realistic centered attitude. Since a learner is being part of a specific environment, classroom environment should be examined to identify a particular learner motives. Some recommendations were stated by Dörnyei and Csizer (1998) to motivate language learners in the classroom. They were summarized as the following: create a relaxed classroom environment, increase learners' confidence, stimulate learner autonomy, a teacher should be a model in terms of behavior, maintain teacher–student relationship, promote the L2 culture, ensure that language classes are thought stimulating, and present instructions clearly. According to Cheng & Dörnyei, (2007) culture and identity have been found to be two fundamental variables in learner motivation.

Though, this approach to motivation placed too much responsibility on the teacher. Since the appearance in more student–led approaches to teaching, this framework has had also to adjust. Researchers since the 1990s have extended their opinions on motivation in relation to foreign language learning and also admitted cognitive and environmental factors in addition to social dimensions. Simard and Wong (2004), for instance, mentioned that this consideration of motivation also enhances greater cross–cultural comprehend. Dörnyei (2010) added that this notion as L2 motivational self–confidence, highlighting the relation between language learning and a person's set of values or identity. Dörnyei (2010) stated that the implied meaning is that a learner develops emotional adulthood and, therefore, self–motivation in L2 acquisition. Since the 1990s, Dörneyi (2001) also encouraged the idea of communicative learning and its relation to motivation. And also, learners require to understand that the purpose of L2 use is not to achieve academic success but to communicate effectively (ibid., 2001). To strengthen this claim, Oxford (1996) has found that learners are more motivated when they can measure the applied results to the learning process.

Significantly, Gardner, et al. (2004) as well explained the significance of affective factors for instance motivation on L2 acquisition and control it. Precisely, (ibid., 2004) saw at the influence of language teaching on language attitudes and motivation that happen during the academic year. They relied on a set of the attitude motivation test to evaluate particular affective variables: a passion to learn French, the intensity of their motivation, situations towards learning the language and towards the language speakers (the French and the Canadians), and general interest in other languages. Their results showed that students' attitudes are convinced by both the teacher and the classroom environment. Specifically, because of the experiences which are various in the dissimilar classes, so students' interest increased in learning foreign languages in general and French in particular. Accordingly, the role of the teacher is so crucial in the engagement process. To increase students' motivation some particular strategies were suggested that teachers should be introduced in the language classroom. Thanasoulas (2002) pointed out that all learners will seem curious to discover the world; therefore, they find their learning experience is intrinsic. Nevertheless, this inquisitiveness is frequently discouraged by obligatory factors such as required school presence, curriculum content and exams. Although a grade of independence, curriculum design and student input in the learning process can decrease this, these factors are still inevitable.

Good and Brophy (1995) admitted that approaches and strategies were put to encourage and enhance learner motivation in the EFL classroom have effected by two differing opinions. The first notion is that learning should be pleasant for a learner and so that a lack of motivation leads to the teacher's lack of proficiency. The second notion is that school activities are boring and fruitless, and thus teachers are required to depend on rewards and punishment. Instead, Ryan and Deci (2000) claimed that knowledge ways to strengthen more active forms of extrinsic motivation should be an essential

strategy at the level of policy makers not only for individual teachers. Dörnyei (2001) believed that the other more effective motivational strategies are board and it is hard to imagine that none of them would succeed. What follows is a discussion of motivational strategies and their success.

Motivational Frameworks

Thanasoulas (2002) suggested a beneficial framework for organizing motivational strategies by following Dörnyei and Otto (1998) model designed. It seems to be the most understandable frameworks found in the literature; they also claim that although there is a large number of a publication in literature special on classroom- motives, but these publications limited of offering an effective practical guide to teachers. (ibid., 1998) claimed that the framework they suggest succeeds in doing this and so will be reviewed here. It can be divided into four kinds:

1. Creating the suitable environment for the use of motivational strategies.
2. Generating learner's motivation.
3. Keeping and protecting that motivation.
4. Encouraging constructive evaluation.

Motivational strategies have to be enough flexible for teachers to follow. A necessary condition, the teacher must show suitable behavior and a good relationship with students.

Dörnyei (2001) stated that the most significant thing to do is to establish respect and trust with the students. It is also significant to have a supportive atmosphere; because a anxious classroom environment can discourage learners (MacIntyre, 1999). Lastly, there must be a coherent learner group with shared aims. There are several factors which can impact group coherent, comprising the time spent together, common group history, communication, group competition, and the attendance of the guide.

Once these essential preconditions are met, motivational strategies can be employed, and filter down during the stages 2–4.

The researcher can divide these strategies into: increasing learner's self-confidence, creating realistic beliefs for the learner, creating learner's independence, making the curriculum relevant and increasing learners' satisfaction. The first strategy category is increasing learner's confidence. Dörnyei (2001) claimed that there are five approaches to do in classroom environment; this is an essential facet of increasing and keeping motivation. These are listed below (ibid., 2001):

1. Teachers can reinforce the belief that capability is a variable side of development.
2. Favorable self- notions of L2 competence can be encouraged by giving regular experiences of success.
3. Every person is more interested in a mission if they feel that they make a role.
4. A minor individual word of encouragement is adequate.
5. Teachers can make learning less stressful by decreasing classroom anxiety.

One possible criticism of this framework is that the kinds of strategies are not connected and many of them to increase confidence observed by Dörnyei (2001) are as well a section of executing the other strategies, for example, enhancing autonomous would also assist to encourage self-confidence.

The second strategy kind is creating genuine learner beliefs, it is broadly known that learner beliefs about how much progress to expect, and at what pace, can, and do, lead to frustration" (Thanasoulas, 2002). Learners need to develop an understanding of second language learning and also they need to get rid of preconceived concepts about the learning process. A significant admit is that second language competence can be achieved in many ways,

with a diversity of strategies, and that learners must discover the ideal methods and approaches for themselves. And this depends on a flexible teaching method.

Self-motivation and learner independence go together. Ushioda (1997) mentioned that self-motivation is an enquiry of thinking meaningfully and efficiently about learning goals and learning experience. It is an inquiry of using positive thought patterns and belief structures in order to improve and continuity one's participation in learning. Autonomy is discussed and supported by researchers and teachers such as Benson (2000) and Bravo et al. (2017). Taking responsibility for one's own learning has been confirmed to be beneficial in various settings and contexts. Benson, (2000) added that the only type of learning which greatly impacts behavior is self-discovered learning. (ibid.,2000) is identified by his work on autonomy and he differentiates between five kinds of practice which enhance learner autonomy. These are classroom-based, learner-based, technology-based, resource-based and curriculum-based approaches.

Making the curriculum relevant is the second kind of strategy. This strategy depends on the teacher and also the policy planning. Thanasoulas (2002) claimed due to stimulate learners for caring for themselves with most learning activities, we should find out their goals and the subjects they need to learn and try to integrate them into the curriculum. This concept is supported by Chambers (1999): If the teacher's goal is to stimulate students to learn, then activities should be appropriate. However, it is not necessarily since, classes are large and individual input into the curriculum is difficult. There are also difficulties with making a student-centered curriculum appropriate with a governmental policies and educational standards. This will be discussed later.

To conclude, in this framework, satisfaction comes as one of the strategies to stimulate learners. Thanasoulas (2002) considered satisfaction is an important factor in promoting accomplishment behavior. Current motivational

strategies aim at providing a feeling of learner satisfaction often concentrate on techniques such as permitting students to show their work, using rewards and celebrating academic accomplishments. Though, one problem which based on rewards system is that it differences with a system where outcomes are the last example of reward. Marks are not representative of the learning process but are indicative of performance results. As a result, a large number of students are grade driven, and this preoccupation starts surprisingly early in life (Dörnyei, (2001).

The reward system is also challenging as it pushes motivation to the extrinsic ending of the motivational series and its focus is taken away from the more individual, intrinsic causes for learning. This framework, drawing on (ibid., 2001) highlighted some key factors participated in encouraging motivation amongst students. As mentioned previously, some kinds of the strategy nourish each other, and it is as well not a comprehensive list of strategies. Thanasoulas (2002) explained that there is a diversity of macro strategies also used to reinforce motivation. The research is also to some extent dated today. However, it can be said that his framework does not admit what some researchers consider as critical factors which can handicap or reinforcement autonomy within the EFL classroom. These will be discussed for the remainder of this section.

Acknowledging Learning Styles and Motivation

One essential consideration when designing strategies for usage in the classroom is that learners learn dissimilarly and are driven by dissimilar things. Gardner (1983) believed that all learners have dissimilar types of intelligence. Theory of Multiple Intelligences can be regarded as an efficient approach for grasping and identifying diverse capabilities in learners. When designing course content and its strategies, former learning experiences must also be considered. In some situations where all students learn the same content,

teachers can respond to the content with a group of spoken and written activities, for example. This gives students the chance to choose from several choices, such as written and comparative reports, contrast papers, and discussions, for example. Bravo, et al., (2017) propose a redesign of the curriculum; however, unlike Thanasoulas (2002), they introduce the idea of adopting a comprehensive design; creating and designing environments and products for specific purposes. Udvari-Solner, et al. (2005) advocated the view that teaching strategies must go beyond simply giving instruction to include some kind of content that is appropriate for students. Udvari-Solner, et al. (2005) also argued that effective participation for students should be taken into account in classroom design and content, but to date there has been little research on communicative approaches and how they can specifically support motivation and communicative activities that enhance motivation.

Technology and Motivation

The use of technology in teaching languages has the possibility to promote motivation in students in addition to increasing learning as a whole. Research into this facet of language teaching is presently lacking, which is astonishing in light of the popularity of technology in this field, which has been increasing in current years. Nevertheless, Al-Jarf (2014) examined the influence of technology when teaching writing to learners of English as a foreign language in Saudi Arabia. The results of this study revealed an increase in motivation among students at an implicit level. (ibid., 2014) applied his study on two groups of students were given a writing task focused on a textbook, with the experimental group motivated to use the Internet and applications outside of class to develop their research papers. After post-experiment test, it was shown that the last group not only had higher scores on their written test, but also had a greater sense of accomplishment and higher levels of self-esteem. Therefore, technology was seen as making writing a

more acceptable task, in addition to encouraging the exchange of ideas outside classroom and promoting a sense of independence.

Other studies have found similar results, including those of Ramachandran, (2004), which confirmed that technology allows students to use their language of study in a more diverse manner, within a wide range of contexts. Students are empowered to decide on their own learning methods and activities as a degree of control is taken away from teachers. Lim & kim study (2003) revealed that students who used email for language tasks and were interplaying with other learners, teachers and online learning content became more expressive than participating in traditional classroom-based methods. Other studies as Leis, et al., (2018).have more lately, found the same thing and even introduced smartphones use in the classroom with positive benefits for motivation.

Employing a Reward System

As was mentioned briefly in Thanasoulas' (2002) motivational framework, rewards are one strategy that can assist externally encourage and stimulate students. In some EFL classroom locations, language teachers have been successful in using rewards to reinforce motivation, despite the ambivalence involved in reinforcing extrinsic forms of motivation. Researchers such as Meyer (1995) advocated the development and implementation of national programs to reward students in order to improve students' reading and other skills. Low achieving students are rewarded with money and adult attention when they read. As the discussion has revealed, intrinsic motivational strategies are still preferred by teachers, and those who have effect in policy decisions, however some researchers are presently pushing for extrinsic rewards to motivate a specific group of academically frustrated learners. Oldfather (1995) saw it as a step towards creating a more fundamental kind of motivation; by offering rewards, students are returned to the field of learning with encouragement or motivation that can put them on the right track towards

inner satisfaction and self-esteem. Once such students reach a higher academic level, (ibid., 1995) debates that they will then be on a par with colleagues and they will be pushed towards achieving more personal goals. Terrell and Rundulic (1996) are also endorsed this approach and state that rewarding students for performing a task assisted improving self-esteem, as shown by the literature, which increases their motivation. McNinch (1997) implemented the same program in the United States and delivered a cash prize for students. Volunteers worked with students who had academic struggles and the results of this study revealed an increase in self-esteem (84%) and academic scores (72%) as well as attitudes towards the school (86%). The author concluded that besides motivation, it was the provision of adult care and enriched reading material that improved motivation to read. While the outcomes of these studies are encouraging, it is essential to follow them up to see if and to what extent they help improve students' achievement (Dorneyi, 2001).

Skinner, (1953) Operant conditioning theory supports the reward-based system because it affirms that all behavior is motivated by rewards such as food or money. Some proponents of the theory go so as to claim that intrinsically motivated activities also rely on a reward, the reward in the activity itself or a sense of accomplishment. In contrast, learning theory (Hull, 1943) believed that learner behavior is pushed by physiological motives, and so intrinsically-motivated tasks are those which provided satisfaction of intrinsic emotional needs. The argument is to see self-esteem, confidence and sense of accomplishment as a psychological need rather than a separable result. However, while factors such as competency, autonomy, and connection may be considered psychological factors, the basic need for satisfaction comes partially from engaging externally in enjoyable activities. Although, teachers are using reward system, most researchers are still conflict the usage of this system, and there is a present trend towards identifying the features that make

activity or a task stimulating. Ryan and Deci (2002), for example, urged that there is a significant practical benefit in concentrating on task characteristics and their possible intrinsic interest, because it leads to improve task design or choice to reinforce motivation. There is a large scope for further progress in the investigation of needs that are met through intrinsically-motivated behaviors, and it is a specific topic that requires further attention in relation to this topic.

Conclusions and Suggestions

In this paper, the aim was to evaluate the emergence of motivation strategies in the EFL classroom. The main conclusion of this paper is that motivation in EFL contexts faces numerous challenges. If reforms made, they must start right from the beginning of students' learning journey. Many researchers have come to the same conclusion that there must be a group of materials that suit the different learning styles available to the students, and that this is a key factor in enhancing motivation. Classes should be student-centred and they can be managed through approaches such as cooperative learning and the use of technology, as described. Motivating positive student attitudes towards the target language is as well a key factor that can be accomplished through a variation of strategies.

In spite of the rise in motivation literature and the present trend in enhancing motivational strategies, there still remains a lack of research that concentrates on communicative teaching and how motivation can be accomplished through communicative learning.

Providing learners with opportunities to interact freely and learn from each other's mistakes (Spada & Lightbown, 1993) seems to be the only study in this specific area but more emphasis is needed on making classrooms and teaching content purposeful and related. It is therefore proposed that the connection of these factors is explored in future studies. Another potential field for future research is to explore the possibility of developing a language

teacher training module on best practices for learner motivation and motivational strategies. Furthermore, more resources must be made provided to second language teachers to ensure the adoption of this proposal.

Several studies investigating students' perceptions of their improvement (Yang & Lau, 2003) have shown that university students complain about the redundancy of and the lack of reliability of certain materials. Many of these students debated that some of the abilities they needed could have been taught on the job rather than during entire university semester. Language teaching should meet the possible jobs, future aspirations and needs of the students in their future situations to maintain motivation. Interactive teaching methods and use of genuine language have been demonstrated on many occasions to promote comprehension and communicative abilities. Research has revealed that interactive classes that use amusement and student interventions made teachers more conscious of learners' needs to understand and improve their communicative qualification. Generally, it appears that only when learning is communicative and purposeful can students obtain the motivational need to fully embrace participation in directing the learning process. Moreover, teachers and policy makers need to understand motivation as an ongoing process and not just a starting point or an end point.

In conclusion, there is no single motivational strategy to be promoted but rather, a group of the above working together. Though, such strategies discussed above will only work if students are more involved from the start. This is a step that many schools are still not ready to take. Many teachers feel that interactive classes need a lot of time and effort and are not always relevant to the curriculum design. Again, this is support for the idea that there should be more learner involvement at higher level in relation to the preparation of the curriculum. Students should no longer depend on teacher-led classes but on other means such as technology-based activities that enhance autonomy and diverse learning strategies. In spite of its illustrative

nature, this paper provides some ideas about motivation and motivation in EFL contexts. The paper deduces that there seems to be a significant deficit in motivation related experiential language learning research, and the positive effects gained when students have greater control over a learning environment that is specifically based on communication. Large random controlled research trials can offer more definitive evidence for the possible for learner autonomy and the use of technology in stimulating English foreign language learners. The results of such endeavors could have many significant implications for future practice.

References

- Al-Jarf, R. (2014). What ESL Teachers Should Know about Online Writing Tasks. *Online Submission*.
- Bahous, R., Bacha, N. & Nabhani, M. (2011) Motivating students in the EFL classroom: A case study of perspectives. *English Language Teaching*, 4(3): 33-43.
- Benson, P. (2000). Autonomy as a learners' and teachers' right. In *Learner autonomy, teacher autonomy: Future directions*, Longman. 111-117.
- Bravo, J. C., Intriago, E. A., Holguín, J. V., Garzon, G. M., & Arcia, L. O. (2017). Motivation and Autonomy in Learning English as Foreign Language: A Case Study of Ecuadorian College Students. *English language teaching*, 10(2): 100-113.
- Chambers, G. N. (1999) Motivating language learners. Clevedon: Multilingual Matters.
- Cheng, H. F., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *International journal of innovation in language learning and teaching*, 1(1): 153-174.
- Dörnyei, Z. & Csizér, K. (1998) Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2(3): 203-229.

- Dörnyei, Z. & Ottó, I. (1998) Motivation in action: A process model of L2 motivation. In: *Working Papers in Applied Linguistics*, Thames Valley University, 4: 43–69.
- Dörnyei, Z. (1998) Motivation in second and foreign language learning. *Language teaching*, 31(3): 117–135.
- Dörnyei, Z. (2001) *Motivation strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z., (2010). Researching motivation: From integrativeness to the ideal L2 self. *Introducing applied linguistics: Concepts and skills*, 3(5): 74–83.
- Gardner, R. C. (1983) Learning another language: A true social psychological experiment. *Journal of Language and Social Psychology*, 2(2–3–4): 219–239.
- Gardner, R. C. (1985) *Social psychology and language learning: The role of attitudes and motivation*. London, Ontario: Edward Arnold.
- Gardner, R. C., Masgoret, A. M., Tennant, J. & Mihic, L. (2004) Integrative motivation: Changes during a year-long intermediate-level language course. *Language Learning*, 54(1): 1–34.
- Good, T. L., & Brophy, J. E. (1995). *Contemporary educational psychology*. Longman/Addison Wesley Longman.
- Hull, C. L. (1943) Principles of behavior: An introduction to behavior theory.
- Leis, A., Tohei, A., & Cooke, S. D. (2015). Smartphone assisted language learning and autonomy. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 5(3): 75–88.
- Lim, D. H., & Kim, H. (2003). Motivation and learner characteristics affecting online learning and learning application. *Journal of Educational Technology Systems*, 31(4): 423–439.
- MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, 24(1).

- MacIntyre, P. D. & Vincze, L. (2017) Positive and negative emotions in motivation for second language learning. *Studies in Second Language Learning and Teaching*, 4(2): 237–274.
- McNinch, G. W. (1997) Earning by learning: Changing attitudes and habits in reading. *Reading Horizons: A Journal of Literacy and Language Arts*, 37(3): 186–194.
- Oldfather, P. (1995). Commentary: What's needed to maintain and extend motivation for literacy in the middle grades. *Journal of Reading*, 38(6): 420–422.
- Oxford, R. L. (1996) *Language learning strategies around the world: Cross-cultural perspectives*. Honolulu, HI: University of Hawai'i Press.
- Ramachandran, V. S. (2004). *A brief tour of human consciousness: from impostor poodles to purple numbers*. Pi Press, an imprint of Pearson Technology Group.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1): 54–67.
- Ryan, R. M. & Deci, E. L. (2002) Self-determination research: Reflections and future directions.
- Ryan, R. M., & Stiller, J. (1991). The social contexts of internalization: Parent and teacher influences on autonomy, motivation and learning. *Advances in motivation and achievement*, 7, 115–149.
- Saito, K., Dewaele, J. M. & Hanzawa, K. (2017) A longitudinal investigation of the relationship between motivation and late second language speech learning in classroom settings. *Language and Speech*, 60 (4): 614–632.
- Simard, D. and Wong, W., (2004) Language awareness and its multiple possibilities for the L2 classroom. *Foreign Language Annals*, 37(1): 96–110.
- Skinner, B. B. (1953). Reinforcement Theory of motivation. *Management Study Guide*.

- Spada, N. & Lightbown, P. M. (1993) Instruction and the development of questions in L2 classrooms. *Studies in second language acquisition*, 15(2): 205–224.
- Terrell, S. & Rendulic, P. (1996) Using computer-man- aged instructional software to increase motivation and achievement in elementary school children. *Journal of Research on Computing in Education*, 28(3): 403–414.
- Thanasoulas, D. (2002). Motivation and motivating in the foreign language classroom. *The internet TESL journal*, 8(11), 6.
- Udvari-Solner, A., Villa, R. A., & Thousand, J. S. (2005). Access to the general education curriculum for all: The universal design process. *Creating an inclusive school*, 2: 134–155.
- Ushioda, E. (1997). The role of motivational thinking in autonomous language learning. *Language centres. Planning for the new millennium* (pp. 39–50).
- Ushioda, E., (2014). Motivation, autonomy and metacognition: Exploring their interactions. *Motivation and Foreign Language Learning From Theory to Practice*. 31–51.
- White, R. W. (1959) Motivation reconsidered: The concept of competence. *Psychological Review*, 66, (5): 297–333.
- Williams, M. (1994) Motivation in foreign and second language learning: An interactive perspective. *Educational and child psychology*, 11(2): 77–84.
- Yang, A., & Lau, L. (2003). Student attitudes to the learning of English at secondary and tertiary levels. *System*, 31(1): 107–123.
- Zhou, H. (2012) Enhancing non-English majors' EFL motivation through cooperative learning. *Procedia Environmental Sciences*, 12: 1317–1323.
- Zhou, Q. (2018). The challenges facing EFL Motivation in China and the discussion of possible solutions. In *DEStech Transactions on Economics, Business and Management, 3rd International Conference on Society Science and Economics Development*