



**Teachers' Motivational Strategies, Students' Preference and their Perception of
their Own Motivation toward Learning English:
A Case of Private Vocational Colleges**

Wanita Mastan

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English as an International Language**

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Thesis Title Teachers’ Motivational Strategies, Students’ Preference and their Perception of their Own Motivation toward Learning English: A Case of Private Vocational Colleges

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| ชื่อวิทยานิพนธ์ | กลวิธีการสร้างแรงจูงใจของครู ความชอบของนักเรียนและการรับรู้ต่อแรงจูงใจในการเรียนภาษาอังกฤษของตนเอง: กรณีศึกษาวิทยาลัยอาชีวศึกษา |
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บทคัดย่อ

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษากลวิธีการสร้างแรงจูงใจของครู ความชอบของนักเรียนต่อกลวิธีการสร้างแรงจูงใจของครู การรับรู้ต่อแรงจูงใจในการเรียนภาษาอังกฤษของตนเองสืบเนื่องจากกลวิธีการสร้างแรงจูงใจของครู และความสัมพันธ์ระหว่างตัวแปรทั้งสาม กลุ่มตัวอย่างคือครูผู้สอนภาษาอังกฤษจำนวน 53 คน และนักเรียนระดับประกาศนียบัตรวิชาชีพชั้นปีที่ 1 จำนวน 320 คน จากวิทยาลัยอาชีวศึกษาเอกชน 7 แห่ง ในเขตพื้นที่การศึกษาประถมศึกษาสงขลา เขต 2 เครื่องมือที่ใช้ในการเก็บข้อมูลคือแบบสอบถามและการสัมภาษณ์กึ่งโครงสร้าง ข้อคำถามในแบบสอบถามจำนวน 24 ข้อ แบ่งออกเป็น 4 กลุ่มตามกรอบความคิดของดอร์นยี (Dörnyei, 2001b) ข้อมูลที่ได้นำมาวิเคราะห์ด้วยสถิติเชิงพรรณนาและค่าสหสัมพันธ์ของเพียร์สัน ผลการศึกษาสามารถสรุปได้ดังนี้

1. ครูผู้สอนภาษาอังกฤษในวิทยาลัยอาชีวศึกษาเอกชนใช้กลวิธีการสร้างแรงจูงใจในการเรียนภาษาอังกฤษในระดับความถี่ “เป็นประจำ” และ “บ่อยๆ” ครูใช้กลวิธีการเป็นกันเองกับนักเรียนในการสร้างแรงจูงใจบ่อยที่สุด กลวิธีนี้จัดอยู่ในกลวิธีการสร้างแรงจูงใจกลุ่มที่ 1 ซึ่งมีวัตถุประสงค์เพื่อสร้างสภาวะที่จูงใจในการเรียน ในทางกลับกัน กลวิธีที่ครูใช้น้อยที่สุดคือการให้รางวัลแก่นักเรียนที่ประสบความสำเร็จในการเรียนภาษาอังกฤษ กลวิธีนี้จัดอยู่ในกลุ่มที่ 4 ซึ่งมีวัตถุประสงค์เพื่อส่งเสริมให้นักเรียนประเมินความสามารถของตนเองในด้านบวก ผลการศึกษาพบว่าครูใช้กลวิธีในกลุ่มที่ 1 บ่อยที่สุด และใช้กลวิธีในกลุ่มที่ 4 น้อยที่สุด

2. ในส่วนความชอบของนักเรียนพบว่า กลวิธีการสร้างแรงจูงใจของครูจำนวน 22 กลวิธีอยู่ในระดับ “ชอบมาก” มีเพียง 2 กลวิธีซึ่งมีค่าเฉลี่ยน้อยที่สุดอยู่ในระดับ “ชอบ” ผลการศึกษาพบว่ากลวิธีการสร้างแรงจูงใจในกลุ่มที่ 3 การรักษาและคงไว้ซึ่งแรงจูงใจในการเรียนภาษาอังกฤษมีค่าเฉลี่ยมากที่สุด ในทางกลับกัน กลวิธีการสร้างแรงจูงใจในกลุ่มที่ 4 การส่งเสริมให้นักเรียนประเมินความสามารถของตนเองในด้านบวกมีค่าเฉลี่ยน้อยที่สุด อย่างไรก็ตาม กลวิธีการ

สร้างแรงจูงใจใน 3 กลุ่มแรกมีค่าเฉลี่ยที่ใกล้เคียงกัน แสดงให้เห็นว่าระดับความชอบของนักเรียนต่อ กลวิธีการสร้างแรงจูงใจใน 3 กลุ่มแรกอยู่ในระดับที่ใกล้เคียงกัน

3. นักเรียนเห็นด้วยว่ากลวิธีการสร้างแรงจูงใจของครูทั้ง 24 ข้อ สามารถสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่ นักเรียนได้ และนักเรียนยังเห็นด้วยว่าการเริ่มต้นชั้นเรียน ด้วยกิจกรรมที่น่าสนใจสามารถสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่ นักเรียนได้ กลวิธีการสร้างแรงจูงใจข้อนี้จัดอยู่ในกลุ่มที่ 3 การรักษาและคงไว้ซึ่งแรงจูงใจในการเรียนภาษาอังกฤษและ กลวิธีในกลุ่มที่ 3 นี้ สามารถสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่ นักเรียนได้มากที่สุด ส่วน กลวิธีที่สร้างแรงจูงใจในการเรียนให้แก่ นักเรียนได้น้อยที่สุดคือการจัดกิจกรรมละลายพฤติกรรมใน ตอนต้นของการเรียน กลวิธีนี้จัดอยู่ในกลุ่มที่ 4 การส่งเสริมให้นักเรียนประเมินความสามารถของ ตนเองในด้านบวก และกลวิธีในกลุ่มที่ 4 สามารถสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่ นักเรียนได้น้อยที่สุด

4. กลวิธีการสร้างแรงจูงใจของครูมีความสัมพันธ์กับความชอบของนักเรียนและการ รับรู้ต่อแรงจูงใจในการเรียนภาษาอังกฤษของตัวนักเรียนเองไม่มากนัก อย่างไรก็ตาม ผลการศึกษา พบว่ามีสัมพันธ์อย่างมีนัยสำคัญระหว่างความชอบของนักเรียนต่อกลวิธีการสร้างแรงจูงใจของครู และการรับรู้ต่อแรงจูงใจในการเรียนภาษาอังกฤษของตนเองสืบเนื่องจากกลวิธีการสร้างแรงจูงใจ ของครูนั้นๆ แสดงให้เห็นว่ากลวิธีการสร้างแรงจูงใจที่นักเรียนชอบสามารถสร้างแรงจูงใจในการ เรียนภาษาอังกฤษให้แก่ นักเรียนได้

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ABSTRACT

The purposes of this study were to investigate teachers' use of motivational strategies, students' preference for teachers' motivational strategies, students' perception of their own motivation toward learning English in relation to teachers' motivational strategies, and whether there is a correlation between these three variables. Fifty-three native and non-native English teachers and their 320 first year vocational certificate students in the 7 private vocational colleges in Songkhla Primary Education Service Area Office 2 were the participants of the study. Questionnaires and semi-structured interviews were employed in data collection. The 24 motivational strategy items were categorized into four main categories based on Dörnyei's (2001b) framework. Descriptive statistics and Pearson's correlation coefficients were used to analyze the data. The results of the study can be summarized as follows.

1. All 24 motivational strategies were used by the English teachers in private vocational colleges at the frequency levels of "always" and "frequently". The most frequently used strategy is 'being friendly with the students'. This strategy belongs to the first category, creating the basic motivational conditions, which were most frequently used by the teachers. On the contrary, item 24 'I offer rewards to successful students in my English classroom' belonging to the fourth category, encouraging positive self-evaluation, was the least frequently used strategy among 24 motivational strategies. It was also found that the teachers least frequently used the motivational strategies under the fourth category.

2. Regarding the students' preference for teachers' motivational strategies, 22 teachers' motivational strategies were preferred at the "greatly preferred" level, whereas only two strategies were preferred at the "preferred" level. It was found that the third category, maintaining and protecting the students' motivation, obtained the highest mean value while the fourth category, encouraging positive self-evaluation, obtained the lowest mean value. However, the mean values of the first three categories were just slightly different meaning that the students' level of preference for motivational strategies under the first three categories was almost equal.

3. The students agreed that all 24 motivational strategies could motivate them to learn English. They agreed that they felt motivated if the class started with interesting activities. This motivational strategy belongs to the third category, maintaining and protecting students' motivation, which was found in this study as the most motivating category. On the contrary, the item with the lowest mean value was item 6 concerning the teachers' use of ice-breaking activities at the beginning of the course. It was found that the fourth category, encouraging positive self-evaluation, least motivated the students to learn English.

4. The teachers' frequency of use of motivational strategies did not much relate to the students' preference for the teachers' motivational strategies and the students' perception of their own motivation toward learning English in relation to the teachers' motivational strategies. However, significant correlation was found between the students' preference for the teachers' motivational strategies and the students' perception of their own motivation toward learning English in relation to the teachers' motivational strategies indicating that all preferred strategies could motivate the students to learn English.

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LIST OF PAPERS

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1. Mastan, W., & Teo, A. (2016a). Teachers' motivational strategies: A case of private vocational colleges. Proceedings of the 8th International Conference on Humanities and Social Sciences, National Defence University of Malaysia, Selangor, Malaysia, 142-151.
2. Mastan, W., & Teo, A. (2016b). Students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English: A case of private vocational colleges. Manuscript submitted for publication.

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เรียน คุณวินิตา มัสตัน

ตามที่ท่านได้ส่งบทความ เรื่อง "Students' Preference for Teachers' Motivational Strategies and their Perception of their own Motivation toward Learning English: A Case of Private Vocational Colleges" เพื่อพิจารณาตีพิมพ์ในวารสารมหาวิทยาลัยศิลปากร ฉบับภาษาอังกฤษ สาขาสังคมศาสตร์ มนุษยศาสตร์ และศิลปะนั้น

ขอเรียนให้ท่านทราบว่าบทความของท่านเรื่องดังกล่าว ได้ผ่านการพิจารณาจากผู้ทรงคุณวุฒิเรียบร้อยแล้ว และเห็นสมควรตีพิมพ์หลังจากปรับแก้ตามข้อเสนอแนะ โดยมีผลการประเมินพร้อมข้อเสนอแนะการปรับแก้ตามรายละเอียดที่แนบมา รวมทั้งคำแนะนำปรับแก้จากกองบรรณาธิการและขอให้ปรับรูปแบบบทความและบรรณานุกรมให้เป็นไปตามรูปแบบที่วารสารฯ กำหนด (รายละเอียดดังเอกสาร "รายละเอียดการเตรียมบทความฯ" ที่ส่งมาด้วยนี้)

กองบรรณาธิการใคร่ขอให้ท่านปรับแก้ตามคำแนะนำ และส่งบทความฉบับปรับแก้พร้อม ใบรายละเอียดชี้แจงการแก้ไขบทความแต่ละประเด็น (โดยระบุเลขที่หน้า ย่อหน้า และบรรทัด เพื่อความสะดวกในการตรวจทานของกองบรรณาธิการ) หรือหากมีความเห็นแย้งกับคำแนะนำของผู้ทรงคุณวุฒิพิจารณาบทความ กรุณาอธิบายเหตุผล และส่งมายัง บรรณาธิการบริหารวารสารมหาวิทยาลัยศิลปากร อีเมล journals.surdi@gmail.com ภายใน 2 สัปดาห์ เพื่อดำเนินการต่อไป

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1. INTRODUCTION

Motivation is part of humans' everyday life. It underlies the reason why humans decide to do something and attempt to achieve their goals. Dörnyei (2000) conceptualized the term of motivation in the psychological study as three steps of human behavior. The first step is the choice that people choose to be their goals. Then, how long they attempt to do the particular actions, and the last step is their attempt to complete their goals.

In relation to education, researchers have long accepted that motivation is an important key in learning a second language (Dörnyei, 1998). Gardner (1985) described the role of motivation in learning the second language as the combination of four components: a learning objective, a need to complete the objective, personal opinion towards learning the new language, and effort to achieve the particular goal. Motivation is usually used to explain the success or failure of language students. It can be assumed that students with proper motivation can be easily successful (Brown, 2000). This is because motivation provides driving force to learn language in the initial stage that will stimulate students to keep learning in order to achieve their learning goals (Dörnyei, 1998). Hence, it can be assumed that motivation directly influences learners' success. Learners with high motivation will have a strong desire to learn a language; therefore, they can learn better than those with low motivation.

Although motivation in learning a second language is desirable, learners may not be in the position to promote it by themselves. Thus, teachers must facilitate their learning by employing motivational strategies to enhance their learning motivation (Winke, 2005). As a first step to enhance students' motivation toward learning English, teachers must know how to use strategies that can motivate their students to learn English in the most powerful way. In order to find out the strategies that can promote students' motivation, researchers must investigate the use of motivational strategies of teachers in the real classroom situation. Previous studies (Arabai, 2014; Bernaus, Wilson, & Gardner, 2009; Cheng & Dörnyei, 2007; Dörnyei, 2001a; Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2011; Trang & Baldauf, 2007) indicated that motivational strategies that teachers used in the classroom significantly influenced students' motivated behavior. In other words, students' motivation can be

promoted by teachers' use of motivational strategies. McCombs & Pope (1994 cited in Dörnyei 2001a: 118) also stated that "all students are motivated to learn under the right conditions, and teachers can provide these conditions in their classroom."

Because students' success and failure can be influenced by motivation which is a significant factor in second language learning (Dörnyei, 1998, 2001a; Oxford & Shearin 1994), teachers' awareness of how to motivate their learners is considered important. Dörnyei (2001a) asserted that teachers' behavior is considered the most effective motivational tool because teachers can support, guide, and encourage their students to learn. Scarcella & Oxford (1992) also suggested that teachers must assist students in reversing their negative attitudes and inculcate positive attitudes in order to promote students' motivation.

As motivation plays an important role in second language acquisition, researchers have tried to find the effective teaching strategies that can promote students' motivation toward learning the second language. In a recent review, Alrabia (2014) conducted a research to examine teachers' motivational practices in English classes and students' perception of their motivation toward language learning. The result indicated that motivational practices of the teachers matched the students' perception of motivation in English classes suggesting that students' motivation was relevant to the teachers' practices in motivating the students to learn English, and those strategies had positive effects on the students' motivation. This finding was consistent with the result of previous studies (Bernaus, Wilson, & Gardner, 2009; Dörnyei, 2001; Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2011; Trang & Baldauf, 2007) indicating that teachers' practices have some relationship with students' motivation.

For these reasons, the research on teachers' motivational strategies and students' motivation is needed. There are available studies on students' motivation in Thai context. For example, Cho and Teo (2013) conducted a study to investigate the use of motivational strategies of the teachers, the students' preference for the teachers' strategies, and whether there was a difference between these two variables. The finding of this study revealed a significant difference between the teachers'

motivational strategies and the students' preference. The researchers suggested that teachers should employ motivational strategies which lined up with the preference of the students. However, a significant limitation of Cho and Teo's (2013) study was that it was more concerned with the difference between these two variables, but the result was inconclusive. Whether the matching use of teachers' motivational strategies and the students' preference can actually promote students' motivation toward learning English was not explored. Additional research is needed to determine the correlation between teachers' motivational strategies, students' preference for motivational strategies, and students' motivation in order to find the dynamic of these two variables which can provide the teachers with the guideline for enhancing students' motivation.

The majority of research on second language learning motivation in Thai context (e.g. Abidin, Mohammadi, Wongchana, & Yee, 2012; Cho & Teo, 2013; Kitjaroonchai, 2012;) have focused on teachers and students in the regular programs, school or university context. However, in the ASEAN Economic Community, strong demands for vocational expertise have risen dramatically. Apart from vocational knowledge, language proficiency is required.

Mr. Chaiprug Sereerak, the Secretary-General of the Office of the Vocational Education Commission, said that to increase job opportunities in the ASEAN labor market, students in vocational institutions need to improve their English skill (Buranasomphop, 2015). This is because it was found that vocational certificate students had low English proficiency (The Office of Vocational Education Commission, 2008). Their English skills (listening, speaking, reading, and writing) have to be improved. It was also found that vocational certificate students did not see the importance of English and they lacked motivation toward learning English (Boonrangsri, 2004).

To cope with the strong demands for vocational expertise in the AEC labor market, the present study was conducted among English teachers and students in private vocational colleges. Therefore, the result of the study can provide the teachers with guidelines for motivating vocational certificate students who need a rapid

solution to their lack of motivation to learn English which, in turn, influences their success or failure in English learning.

2. OBJECTIVES OF THE STUDY

This study was conducted to examine the English teachers' frequency of use of 24 motivational strategies under four categories, the students' preference for those 24 teachers' motivational strategies, and the students' perception of their own motivation toward learning English in relation to the teachers' motivational strategies. It addresses the following research questions:

1. What motivational strategies do English teachers in vocational colleges use?
2. What teachers' motivational strategies are preferred by students in vocational colleges?
3. What is vocational students' perception of their own motivation toward learning English?
4. Is there correlation between the followings?
 - 4.1 Teachers' frequency of use of motivational strategies and students' preference for teachers' motivational strategies
 - 4.2 Teachers' frequency of use of motivational strategies and students' perception of their own motivation toward learning English
 - 4.3 Students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English

3. LITERATURE REVIEW

3.1 Motivation in Language Learning and Teaching

Previous research on learners' motivation toward language learning has indicated that motivation is necessary for acquiring a new language. Dörnyei (1998) also assured that without sufficient motivation, even the learners who had more capacity in learning could not complete the long process of learning language.

Bernaus, Wilson, and Gardner (2009) proposed that the process of studying a foreign/second language is different from that of studying other school subjects. This is because other subjects are taught in their own language and culture while studying a foreign/second language involves learning of target language culture including language structures, pronunciations, idioms, etc. Therefore, language teachers have to pay special attention to their learners' motivation which is considered a significant factor for acquiring the new language.

As language teachers are considered the most effective motivational tool to promote learners' motivation (Dörnyei, 2001a), many researchers proposed ways that teachers could use to generate their learners' motivation to learn the foreign/second language.

In 1996, Dörnyei (1996 cited in Dörnyei and Csizér 1998) compiled a framework of strategies that teachers could use to enhance their learners' motivation in their language classes which was called "ten commandments for motivating language learners". These motivational strategies were revised in 1998. Dörnyei and Csizér (1998) proposed the new version of the ten commandments which was developed based on the result of the study in Hungary. The final version of ten commandments for motivating language learners is as follows:

1. Set a personal example with your own behavior. Role models directly influence learners' motivation (Pintrich and Schunk 1996 cited in Dörnyei and Csizér 1998). Therefore, English teachers must be good role models in the classroom.
2. Create a pleasant, relaxed atmosphere in the classroom. Learners' attitudes toward the learning situation are very important. Relaxed classroom climate can reduce learners' anxiety and promote learners' confidence.
3. Present tasks properly. The ways that teachers present a task can gain learners' attention, raise learners' interest, and increase the expectation of a task. Teachers also need to set realistic goals of learning and offer effective strategies to reach the learning goal.

4. Develop a good relationship with the learners. Positive relationship between teachers and learners is basically required in the classroom. It can promote learners' motivation because they may want to do well in class in order to satisfy their teacher.
5. Increase the learners' linguistic self-confidence. Teacher must promote learners' self-confidence toward language learning. It is necessary for language learners to accept their own ability to achieve their language learning goal.
6. Make the language classes interesting. Teachers have to assess their learners' needs. If teachers know their learners, their level of proficiency, background knowledge, and learning styles, they will be the important keys to create interesting lessons.
7. Promote learner autonomy. Learner autonomy refers to learners who can be responsible for their own learning. If teachers enhance learners' motivation, learner autonomy will also be promoted as Ushioda (1996 cited in Dörnyei and Csizér 1998: 217) states that "Autonomous language learners are by definition motivated learners".
8. Personalize the learning process. The lessons in the second language class should be personally relevant to the learners. This can also promote learners' relations among their friends because the learners can share their personal information with their friends.
9. Increase the learners' goal-orientedness. Goal setting is important in stimulating second language learning motivation. However, most language teachers usually neglect the importance of setting the learning goals before teaching.
10. Familiarize learners with the target language culture. Learning second language is not just learning the language. That is, language learners also need to learn target language culture and aspects of that language, such as vocabulary, pronunciation, and grammatical principles. Because the success of learning second language is influenced by learners' attitude toward the target language culture, teachers have to make language learners familiar with the cultural background of the second language.

Dörnyei and Csizér (1998) pointed out that the ten commandments for motivating language learners were developed based on Hungarian teachers' beliefs which might not coincide with the strategies that were used in the actual classroom. In addition, some researchers argued that these strategies might not be effective for learners in other context.

Therefore, in 2001 Dörnyei developed a new systematic framework to enhance language learners' motivation. This motivational strategy framework is presented in four main categories, creating motivational conditions; promoting learners' motivation; maintaining and protecting learners' motivation; evaluation of the action. (Dörnyei, 2001b). The present study aimed to investigate teachers' use of motivational strategies in the classrooms, students' preference for teachers' motivational strategies, and their perception of their own motivation toward learning English in relation to teachers' motivational strategies; therefore, this framework was used as a basis to develop the questionnaire of this study because it focuses on the different stages of promoting students' language learning motivation which the English teachers should do in their language classroom.

The first category focuses on creating the basic motivational conditions in the classroom which can support learners to learn. This involves promoting positive relationship with learners, creating relaxed and supportive classroom atmosphere, and creating cohesiveness with learners by setting acceptable group norms.

The second concerns generating learners' motivation. In this stage, teachers must employ techniques to familiarize learners with target language culture and community. Teachers also need to promote learners' expectancy of success, facilitate them to set clear and realistic learning goals. Moreover, the use of authentic materials relevant to the needs of learners can generate their learning motivation.

Maintaining and protecting the learners' motivation is the third category. There are many ways that teachers can use to maintain and protect learners' motivation, such as promoting learners' confidence, protecting learners' self-esteem, and supporting learning autonomy. Teachers should provide enjoyable, stimulating

tasks as well as cooperative learning in classroom. These entire techniques can encourage learners to maintain their motivation.

The last category aims to encourage learners to hold positive motivational self-evaluation. Teachers can increase learners' satisfaction toward their progress of language learning by providing motivational feedback, reward, or grade for their performance.

3.2 Empirical Studies on L2 Motivational Strategies

In 2007, Trang and Baldauf conducted a study on 100 second year EFL students in Vietnam to elicit the underlying reasons that made them demotivated learners. The participants gave the reasons of their demotivation by writing an essay. The finding showed that 64% of demotivation was caused by external factors. More importantly, their teachers were 38% of the external factors that influenced their demotivation. Therefore, the result of the study could assure that teachers' practices directly affected students' motivation.

Bernaus and Gardner (2008) conducted a study to investigate the relationship among teachers' motivational strategies, the effects of these strategies on students' motivation and students' English achievement. 31 English teachers in Spain were asked to rate their frequency of use of 26 strategies in language classroom. For 694 students, the mini-Attitude Motivation Test Battery (AMTB; Gardner & MacIntyre, 1993) was used to test their attitudes, motivation, and language anxiety. Students also did objective tests of English achievement. The finding showed that the teachers and students agreed on the relative frequency of some strategies. The students' perceptions of these strategies tended to relate to their attitudes and motivation to learn English which were positive a predictor of English achievement.

Guilloteaux and Dörnyei (2008) investigated teachers' motivational practice and students' motivation toward language learning in South Korea. Classroom observation, motivational questionnaire for students, and post-lesson scale for evaluating practice of the teachers were used as the instruments of this study. The finding revealed significant correlation between the teachers' motivational teaching practices and motivated behavior of the students in the classroom. In addition, by using a variety of motivational strategies in classroom, the teachers could boost their

students' motivation. However, the limitation of the study by Guilloteaux and Dörnyei (2008) was that it was concentrated on general motivational practices by the teachers. It might be more useful to examine the specific motivational practices which effectively enhance students' motivation.

In Papi and Abdollahzadeh's (2011) study, classroom observation and questionnaire were used as instruments to investigate the relationship between the use of motivational strategies of the teachers and motivated behavior of their students. The participants of the study were 741 male students and 17 EFL teachers who taught in 26 secondary schools in Iran. The result of the study showed that motivational strategies that the teachers used in the classroom significantly influenced the students' motivated behavior.

A similar result was found by Arabai (2014). In this study, 36 EFL teachers were asked to complete a questionnaire to identify their frequency of use of 58 motivational techniques. Their 826 students were also asked to rate on their perceptions of their motivation. The finding indicated that the teachers' motivational techniques mostly matched the students' perceptions of their motivation in language class. It means that the motivational techniques that the teachers used usually had positive effect on the students' motivation.

Cho and Teo (2013) conducted a study on EIL teachers and their students in six governmental secondary schools in the three southern cities in Thailand, Pattani, Yala, and Narathiwat in order to find out the motivational strategies that were used by 77 EIL teachers, preference of 219 grade 9 students toward their teachers' strategies, and whether there was a difference between teachers' motivational strategies use and students' preference of motivational strategies. The teachers were asked to complete the questionnaire in order to find out their frequency of use of 26 motivational strategies. A questionnaire for students was employed to evaluate the students' degree of preference of their teachers' motivational strategies. The results showed that innovative and traditional strategies were equally used by the teachers while the students' preference was different. That is, the students preferred innovative strategies more than traditional strategies. It could be concluded that the teachers did not use innovative strategies as much as the preference of the students. Despite the interesting findings, the major limitation of the study by Cho and Teo (2013) was that it only

examined difference between motivational strategies that were used by the EIL teachers and preference of the students toward their teachers' strategies without seeking for the effectiveness of using motivational strategies which match the students' preference. Therefore, it might be more useful to conduct a study to examine whether the matching use of teachers' motivational strategies and students' preference can actually enhance students' motivation toward learning English.

4. METHODOLOGY

Participants of this study included both teachers and students. The teacher participants consisted of 5 native and 48 non-native English teachers in seven private vocational colleges (two technical colleges and five commercial colleges) in Songkhla Primary Education Service Area Office 2 in the academic year 2015. The total number of the teachers was 62. However, only 53 questionnaires were completely filled. Their age ranged from 23 to 56. They had 2 months - 20 years of English teaching experience.

Regarding student participants, the total number of the first year students in these 7 vocational colleges was 1,893. Based on Krejcie & Morgan's (1970) sampling technique, the participants of this study were 320 first year vocational certificate students (104 males and 216 females) who were randomly selected with a balanced proportion of the number of the first year students in each college as shown in Table 1 in Mastan & Teo (2016b).

Student participants' age ranged from 15 to 22. All of them enrolled in 2000-1201 Real Life English 1, a required course for the first year vocational certificate students. For the interview, 8 teacher participants (15%) and 16 student participants (5%) were selected based on convenience and accessibility.

The data of this study were collected through questionnaires with a five-point Likert scale and semi-structured interview questions. Dörnyei's framework (2001b) which categorizes motivational strategies into four main categories was used as a basis to construct the questionnaire items. Before constructing the questionnaires, four open-ended questions based on the same framework were given to 10 teacher

participants in order to explore motivational strategies that they actually used in their classroom. The teachers' answers were listed, classified into groups, and formed into 19 questionnaire items. However, the teachers' answers did not cover all aspects; therefore, 5 additional items, (items 6, 16, 18, 20, and 23) were selected and adapted from Dörnyei's (2001) sample questionnaire items. Then, the items of the questionnaires were checked for content validity by the three experts in this field. The detail of the questionnaire for the teachers was described in Mastan & Teo (2016a).

The questionnaire for the students was employed to measure students' preference for the motivational strategies used by their English teacher and their perception of their own motivation toward learning English in relation to teachers' motivational strategies. In the questionnaire, all items for students' preference and their perception are similar to those in the questionnaire for the teachers. However, questionnaire items were rephrased in the way that they could elicit the students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English in relation to teachers' motivational strategies. The detail of the questionnaire for the students was shown in Mastan & Teo (2016b).

The 24 questionnaire items for the teachers and the students were categorized into four categories based on Dörnyei's (2001b) framework. Items 1-6 belong to the first category, creating the basic motivational conditions; items 7-12 belong to the second, generating students' motivation; items 13-18 belong to the third, maintaining and protecting the students' motivation; and items 19-24 belong to the fourth, encouraging positive self-evaluation.

A pilot survey was conducted with the result that the total Cronbach's Alpha coefficients of the questionnaires were 0.86 for teachers' questionnaire, 0.95 and 0.92 for students' preference and their perception respectively. This indicated that the items in the questionnaires were highly reliable. The detail of the pilot survey of the questionnaires for teachers and students was reported in Mastan and Teo (2016a) and Mastan and Teo (2016b), respectively.

The data of this study were collected in November and December, the second semester of Thailand's academic year 2015. The researcher visited seven private vocational colleges in Songkhla Primary Education Service Area Office 2, briefly informed the participants of the objective of the study, and assured that the information and responses were anonymous. A total of 62 copies of the questionnaire for teachers were distributed. However, only 53 copies (85.48%) were completely filled. For the students, all 320 copies of questionnaires were returned (100%).

Regarding the semi-structured interview, 8 participating teachers (15%) and 16 participating students (5%) volunteered to participate in the interviews. Each interview took about 15 minutes. Note taking and tape recording were conducted during the interviews.

Data from the questionnaire were analyzed using descriptive statistics, namely mean scores and standard deviation, to examine the teachers' frequency of use of motivational strategies, the students' degree of preference for the teachers' motivational strategies, and the level of the students' perception of their own motivation toward learning English in relation to the teachers' motivational strategies. The criteria for the interpretation of the mean values of the teachers' frequency of use of motivational strategies were delineated in Mastan & Teo (2016a) and the criteria for the interpretation of the mean values of the students' preference for teachers' motivational strategies and the students' perception of their own motivation toward learning English were presented in Table 2 in Mastan & Teo (2016b).

Pearson's correlation coefficient was used to analyze the relationship between the teachers' frequency of use of motivational strategies, students' preference for teachers' motivational strategies, and their perception of their own motivation toward learning English. To interpret the correlation coefficient, this study adopted Hinkel et al.'s "Rule of Thumb for Interpreting the Size of a Correlation Coefficient" (2003).

Table 1: Rule of Thumb for Interpreting the Size of a Correlation Coefficient (Hinkel et al., 2003)

| Size of correlation | Interpretation |
|------------------------------|--|
| .90 to 1.00 or -.90 to -1.00 | Very strong positive/negative relationship |
| .70 to .90 or -.70 to -.90 | Strong positive/negative relationship |
| .50 to .70 or -.50 to -.70 | Moderate positive/negative relationship |
| .30 to .50 or -.30 to -.50 | Weak positive/negative relationship |
| .00 to .30 or .00 to -.30 | Little if any relationship |

The qualitative data from the semi-structured interviews were transcribed for contents, analyzed, and summarized to explain and discuss the finding from the questionnaires.

5. RESULTS AND DISCUSSION

5.1 Motivational Strategies Used by English Teachers in Private Vocational Colleges

It was found that the average mean value of the frequency of use of the 24 motivational strategies was 4.16 which fell into the range of “frequently” indicating that the teachers frequently employed these 24 motivational strategies in their classroom. This finding shows that the English teachers in private vocational colleges realized that motivation toward learning English is important for their students; therefore, these 24 motivational strategies were frequently employed in their classroom. Table 2 summarizes the mean values of the teachers’ frequency of use of the 24 motivational strategies.

Table 2: Frequency Level of Teachers’ Use of Motivational Strategies

| No. | Strategy | \bar{x} | S.D. | Frequency level |
|---|--|-----------|-------------|------------------------|
| Creating the basic motivational conditions | | | | |
| 3 | I reduce students’ anxiety by trying to be friendly with them. | 4.49 | 0.67 | Always |
| 5 | I show the students that I understand their learning problems. | 4.40 | 0.74 | |

| No. | Strategy | \bar{x} | S.D. | Frequency level |
|--|---|-------------|-------------|-------------------|
| 1 | I create a pleasant and relaxed classroom atmosphere. | 4.30 | 0.70 | Always |
| 4 | I pay attention to each of the students. | 4.23 | 0.89 | |
| 2 | I inform the students that English class is a safety zone. It is acceptable to make mistakes as a part of learning process. | 4.06 | 0.91 | Frequently |
| 6 | I use ice-breaking activities at the beginning of the course. | 4.00 | 0.68 | |
| Average | | 4.25 | 0.78 | Always |
| Generating students' motivation | | | | |
| 12 | I assign the tasks that are not too easy or difficult for my students. | 4.21 | 0.72 | Always |
| 8 | I remind the students about the importance of English. | 4.19 | 0.76 | |
| 10 | I encourage my students to learn English in their free time via the Internet, music, and movies. | 4.13 | 0.81 | |
| 9 | I encourage my students to set their goals of learning English. | 4.11 | 0.93 | Frequently |
| 7 | I share my own experiences of learning the English language to my students. | 4.08 | 1.05 | |
| 11 | I use interesting teaching materials such as videos and games. | 3.96 | 0.81 | |
| Average | | 4.11 | 0.85 | Frequently |
| Maintaining and protecting the students' motivation | | | | |
| 15 | I promote students' self- confidence in learning English. | 4.38 | 0.69 | Always |
| 14 | I provide new activities in order to maintain my students' motivation. | 4.23 | 0.70 | |
| 13 | I start an English class with interesting activities. | 4.17 | 0.85 | |
| 16 | I avoid making comparison between students. | 4.13 | 0.83 | |
| 17 | I avoid threatening my students in the classroom by having unexpected quizzes. | 4.08 | 0.92 | Frequently |
| 18 | I raise my students' awareness of the importance of self- motivation. | 4.04 | 0.83 | |
| Average | | 4.17 | 0.81 | Frequently |

| No. | Strategy | \bar{x} | S.D. | Frequency level |
|---|--|-------------|-------------|-------------------|
| Encouraging positive self-evaluation | | | | |
| 22 | I compliment my students on their active participation in the classroom. | 4.32 | 0.67 | Always |
| 23 | I recognize my students' effort. | 4.30 | 0.77 | |
| 19 | I ask my students to explain what they have learnt in each lesson. | 4.17 | 0.96 | Frequently |
| 21 | I provide motivational feedback for my students. | 3.98 | 0.69 | |
| 20 | I ask my students to evaluate their own strengths as English learners. | 3.94 | 0.99 | |
| 24 | I offer rewards to successful students in my English classroom. | 3.89 | 1.07 | |
| Average | | 4.10 | 0.88 | Frequently |
| Overall average | | 4.16 | 0.83 | Frequently |

Table 2 shows the main finding of the study. It was found that nine motivational strategies were used at the frequency level of “always”, while 15 motivational strategies were used at the frequency level of “frequently”. The most frequently used strategy among 24 motivational strategies is ‘being friendly with the students’ (\bar{x} =4.49). The following quotation of a teacher participant in this study supports this finding: “Nobody wanted to study in a stressful classroom atmosphere. My students would attend the class and participate in learning activities when they felt relaxed, so it would be easy for me to manage the classroom if I was friendly with them.” The interviews with the teachers also confirmed that one of the good ways to gain students’ attention was promoting positive relationship with them.

This most frequently used strategy belongs to the first category concerning creating the basic motivational conditions which was the only one motivational strategy category that was always used by the participating teachers (\bar{x} =4.25). This indicates that the English teachers in these colleges most frequently used strategies to create the basic motivational conditions in their classroom. This is beneficial for the students. These basic motivational conditions are important because the supportive classroom atmosphere must be created before further attempts to motivate students to learn English (Dörnyei, 2001b).

On the other hand, the item with the lowest mean value was item 24 “I offer rewards to successful students in my English classroom.” ($\bar{x} = 3.89$). This item belongs to the fourth category concerning encouraging positive self-evaluation which was relatively least employed by the teachers indicating that the English teachers in these colleges least used motivational strategies to encourage students’ positive self-evaluation. As one teacher explained, “This strategy was good for the students who performed well in the classroom, but it could not motivate some of the students who did not want to study English. Although I offered rewards to them, they still ignored and did not participate in learning activities.” This finding shows that offering rewards in the English classroom did not work for all groups of the students. The teachers also explained that this strategy could not motivate the majority of the students; therefore, they least employed this strategy in the classroom. (See more details of the findings in Mastan & Teo, 2016a).

The result of previous studies (Alrabai, 2014; Cheng and Dörnyei, 2007; Dörnyei, 2001b; and Dörnyei and Csizér, 1998) confirmed that almost everything that teachers do in the classroom has an influence on students’ motivation. As it was found that the teachers frequently used all 24 motivational strategies in their classroom, it can be assumed that these vocational certificate students were motivated to learn English. This assumption corresponded with the finding of Choosri and Intharaksa (2011) who found that motivation of vocational certificate students were at high levels.

5.2 Students’ Preference for Teachers’ Motivational Strategies

Overall, it was found that the mean values of the first three categories were just slightly different ($\bar{x} = 3.65, 3.64,$ and 3.66 respectively) meaning that the students’ level of preference for motivational strategies under the first three categories was almost equal. However, the mean value of the fourth category was quite different ($\bar{x} = 3.54$). This category obtained the lowest mean value meaning that the students least preferred the motivational strategies under this category.

It was found that the average preference level for 24 teachers’ motivational strategies was in the range of “greatly preferred” ($\bar{x} = 3.63$) meaning that the students

in general greatly preferred these 24 teachers' motivational strategies. Table 3 summarizes the mean values of the students' preference for the 24 teachers' motivational strategies.

Table 3: Students' Preference for Teachers' Motivational Strategies

| No. | Teachers' motivational strategy | \bar{x} | S.D. | Level of preference |
|---|--|-------------|-------------|--------------------------|
| My English teachers create the motivational conditions by... | | | | |
| 3 | being friendly with me. | 3.93 | 1.03 | Greatly preferred |
| 1 | creating a pleasant and relaxed classroom atmosphere. | 3.73 | 1.00 | |
| 4 | paying attention to me. | 3.69 | 0.97 | |
| 2 | accepting my mistakes as a part of learning process. | 3.61 | 0.86 | |
| 5 | understanding my learning problems. | 3.53 | 0.99 | |
| 6 | providing ice-breaking activities at the beginning of the course. | 3.45 | 1.13 | |
| Average | | 3.65 | 0.09 | Greatly preferred |
| My English teachers generate my motivation by ... | | | | |
| 11 | using interesting teaching materials such as videos and games. | 3.76 | 1.13 | Greatly preferred |
| 10 | encouraging me to learn English in my free time via the Internet, music, and movies. | 3.73 | 1.16 | |
| 9 | encouraging me to set the goals of learning English. | 3.62 | 1.06 | |
| 7 | sharing their own experiences of learning the English language to students. | 3.62 | 1.12 | |
| 12 | assigning the tasks that are not too easy or difficult for me. | 3.58 | 1.12 | |
| 8 | reminding me about the importance of English. | 3.55 | 1.03 | |
| Average | | 3.64 | 0.05 | Greatly preferred |
| My English teachers maintain and protect my motivation by... | | | | |
| 16 | avoiding making comparison between me and my friends. | 3.76 | 1.10 | Greatly preferred |

| No. | Teachers' motivational strategy | \bar{x} | S.D. | Level of preference |
|--|--|-------------|-------------|--------------------------|
| 13 | starting an English class with interesting activities. | 3.68 | 1.08 | Greatly preferred |
| 14 | providing new activities for me. | 3.65 | 1.07 | |
| 17 | avoiding threatening me in the classroom by having unexpected quizzes. | 3.65 | 1.23 | |
| 18 | raising my awareness of the importance of self-motivation. | 3.62 | 1.04 | |
| 15 | promoting my self- confidence in learning English. | 3.61 | 1.12 | |
| Average | | 3.66 | 0.07 | Greatly preferred |
| My English teachers encourage my positive self-evaluation by... | | | | |
| 22 | complimenting students on their active participation in the classroom. | 3.67 | 1.08 | Greatly preferred |
| 23 | recognizing my effort. | 3.67 | 1.09 | |
| 24 | offering rewards to successful students in the English classroom. | 3.62 | 1.20 | |
| 21 | providing motivational feedback. | 3.53 | 1.04 | |
| 19 | asking me to explain what I have learnt in each lesson. | 3.39 | 1.11 | Preferred |
| 20 | asking me to evaluate my own strengths as an English learner | 3.39 | 1.12 | |
| Average | | 3.54 | 0.05 | Greatly preferred |
| Overall average | | 3.63 | 0.76 | Greatly preferred |

As Table 3 shows, 22 teachers' motivational strategies were preferred at the preference level of "greatly preferred", while the rest two items obtained a different degree of preference. That is, these two items were rated at the preference level of "preferred". Item 3 "My English teachers create the motivational conditions by being friendly with me." obtained the highest mean value (\bar{x} = 3.93). The following quotes from the students during the interview explained the finding: "The friendliness of the teachers made me feel relaxed while I was learning English." and "I did not afraid to ask for more explanations when I did not understand the lessons." Overall, the student

participants preferred to learn English with the teachers who displayed friendly behavior. This finding confirms the research result of Gorham & Christophel (1992) that a very motivating teacher behavior was friendly attitude of the teachers.

On the other hand, item 19 “My English teachers encourage my positive self-evaluation by asking me to explain what I have learnt in each lesson.” and item 20 “My English teachers encourage my positive self-evaluation by asking me to evaluate my own strengths as an English learner” obtained the lowest mean value (\bar{x} = 3.39 each). As one student put it during the interview, “For me, it was not easy to explain what I had learnt. I understood the lessons, but sometime I did not know how to explain it.” The student participants also added that it would be better if the teachers asked them to do exercises or assignments for assessing their understanding. In addition, the students explained that they did not know how to evaluate their own strengths as an English learner; therefore, they did not prefer this strategy.

It should be noted that these two strategies belong to the fourth category, encouraging positive self-evaluation, which was the category with the lowest mean value (\bar{x} = 3.54). Probably self-evaluation is a high level skill; therefore, the students could not do it by themselves without the teachers’ guidance or self-evaluation tools. While two of the strategies under the fourth category placed a demand on the students, all strategies under the other three categories, creating motivational conditions, promoting students’ motivation, and maintaining and protecting students’ motivation, were performed by the teachers. Therefore, it was easy for them to follow those strategies that the teachers used in the classroom. This might explain why teachers’ motivational strategies under the fourth category was least preferred by the students. However, the category with the highest mean value was the third category, maintaining and protecting students’ motivation (\bar{x} = 3.66). (See more details of the findings in Mastan & Teo, 2016b).

5.3 Students’ Perception of their Own Motivation toward Learning English

On the whole, Table 4 shows that the average students’ perception of their own motivation toward learning English in relation to teachers’ motivational

strategies was in the range of “agree” (\bar{x} =3.94) level. This indicates that the participating students agreed that all 24 teachers’ motivational strategies could motivate them to learn English. Table 4 summarizes the mean values of the students’ perception of their own motivation toward learning English in relation to teachers’ motivational strategies.

Table 4: Students’ Perception of their Own Motivation toward Learning English

| No. | Teachers’ motivational strategy | \bar{x} | S.D. | Level of perception | |
|---|--|-------------|-------------|---------------------|--------------|
| The following conditions motivate me to learn English. | | | | | |
| 3 | The friendliness of my teachers | 4.08 | 0.98 | Agree | |
| 1 | My English teachers create a pleasant and relaxed classroom atmosphere. | 4.05 | 0.91 | | |
| 4 | The attention of my teachers | 3.95 | 0.98 | | |
| 5 | Teachers’ understanding of my learning problems | 3.83 | 1.04 | | |
| 2 | My English teachers accept my mistakes as a part of learning process. | 3.80 | 0.92 | | |
| 6 | Teachers’ use of ice-breaking activities at the beginning of the course | 3.68 | 1.11 | | |
| Average | | 3.89 | 1.00 | | Agree |
| I get motivated to learn English when my English teachers... | | | | | |
| 12 | assign the tasks that are not too easy or difficult for me. | 4.09 | 0.92 | Agree | |
| 10 | encourage me to learn English in my free time via the Internet, music, and movies. | 4.04 | 0.94 | | |
| 11 | use interesting teaching materials such as videos and games. | 4.04 | 0.99 | | |
| 9 | encourage me to set my own goals of learning English. | 3.96 | 0.94 | | |
| 7 | share their own experiences of learning the English language in the classroom. | 3.89 | 1.01 | | |
| 8 | remind me about the importance of English. | 3.88 | 0.94 | | |
| Average | | 3.98 | 0.96 | | Agree |

| No. | Teachers' motivational strategy | \bar{x} | S.D. | Level of perception |
|--|--|-------------|-------------|---------------------|
| My motivation to learn English is maintained and protected when my English teachers... | | | | |
| 13 | start an English class with interesting activities. | 4.11 | 0.89 | |
| 16 | avoid making comparison between me and my friends. | 4.07 | 0.98 | |
| 14 | provide me with new activities. | 4.06 | 0.91 | |
| 17 | avoid threatening me in the classroom by having unexpected quizzes. | 4.05 | 0.99 | Agree |
| 15 | promote my self- confidence in learning English. | 4.02 | 0.97 | |
| 18 | raise my awareness of the importance of self-motivation toward learning English. | 3.92 | 0.99 | |
| Average | | 4.04 | 0.96 | Agree |
| I have positive self-evaluation and I am motivated to learn English when my English teachers... | | | | |
| 23 | recognize my effort. | 4.04 | 0.99 | |
| 22 | compliment students on their active participation in the classroom. | 3.96 | 0.95 | |
| 24 | offer rewards to successful students in the English classroom. | 3.91 | 1.08 | Agree |
| 21 | provide motivational feedback. | 3.87 | 0.94 | |
| 20 | ask me to evaluate my own strengths as an English learner. | 3.75 | 1.01 | |
| 19 | ask me to explain what I have learnt in each lesson. | 3.73 | 1.09 | |
| Average | | 3.87 | 1.01 | Agree |
| Overall average | | 3.94 | 0.70 | Agree |

Table 4 shows that the mean values of the 24 items fell in the range of “agree” (\bar{x} =3.94). Item 13 “My motivation to learn English is maintained and protected when my English teachers start an English class with interesting activities” obtained the highest mean value (\bar{x} =4.11). On the contrary, the item with the lowest mean value was item 6 “Teachers’ use of ice-breaking activities at the beginning of the course motivate me to learn English” (\bar{x} =3.68). Interestingly, the items with the highest and lowest mean value concern the teachers’ use of activities in the classroom.

Based on the interview, a student commented, “I felt motivated when the teacher started the English class with interesting activities. These activities made the ordinary class more interesting.” This finding shows that these activities could draw the students’ attention. According to Dörnyei (1994), teachers should increase attractiveness of the lessons by employing interesting teaching activities to enhance students’ learning motivation. However, a student added, “I did not like the activities which were not related to the lesson. It was hard to switch the concentration to the lesson after enjoying the activities.” This finding shows that the teachers should employ activities that relate to the lessons that they were going to teach. The students also explained that most ice-breaking activities did not relate to English lessons; therefore, they did not want to start learning the new lessons after finishing ice-breaking activities. This finding from the interview probably explains why the mean value of the item 6 was lower than that of the item 13 which also concerns the teachers’ use of activities in the classroom. (See more details of the findings in Mastan & Teo, 2016b).

5.4 Correlation between Teachers’ Frequency of Use of Motivational Strategies, Students’ Preference for Teachers’ Motivational Strategies, and their Perception of their Own Motivation toward Learning English

5.4.1 Correlation between Teachers’ Frequency of Use of Motivational Strategies and Students’ Preference for Teachers’ Motivational Strategies

Table 5 shows that there were little positive correlations between teachers’ frequency of use of motivational strategies and students’ preference for teachers’ motivational strategies at the significant level of 0.01 for 5 items (items 6, 7, 8, 9, and 14). In addition, the other 4 items (items 1, 2, 3, and 4) were found to have little positive correlations at the significant level of 0.05. However, significant correlation between these two variables was not found for the remaining 15 items.

Overall, the discovered correlations were not strong; moreover, significant correlations were not found for the majority of the items. This might be because the teachers’ frequency of use of motivational strategies was not much related to the students’ preference. That is, the preferred strategies would always be preferred no matter how often they were used by the teachers.

Table 5: Correlation between Teachers' Frequency of Use of Motivational Strategies and Students' Preference for Teachers' Motivational Strategies

| | | Teachers' motivational strategies | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----|-----------------------------------|------|------|------|-----|-------|-------|-------|-------|------|------|------|-----|-------|------|------|------|------|-----|-----|------|------|------|----|--|-----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 18 | 20 | 21 | 22 | 23 | 24 | | |
| Students' preference for teachers' motivational strategies | 1 | .10* | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | | .12* | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 | | | .10* | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | | | | .13* | | | | | | | | | | | | | | | | | | | | | | |
| | 5 | | | | | .04 | | | | | | | | | | | | | | | | | | | | | |
| | 6 | | | | | | .19** | | | | | | | | | | | | | | | | | | | | |
| | 7 | | | | | | | .22** | | | | | | | | | | | | | | | | | | | |
| | 8 | | | | | | | | .14** | | | | | | | | | | | | | | | | | | |
| | 9 | | | | | | | | | .16** | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | -.01 | | | | | | | | | | | | | | | | |
| | 11 | | | | | | | | | | | -.08 | | | | | | | | | | | | | | | |
| | 12 | | | | | | | | | | | | -.03 | | | | | | | | | | | | | | |
| | 13 | | | | | | | | | | | | | .07 | | | | | | | | | | | | | |
| | 14 | | | | | | | | | | | | | | .13** | | | | | | | | | | | | |
| | 15 | | | | | | | | | | | | | | | -.02 | | | | | | | | | | | |
| | 16 | | | | | | | | | | | | | | | | -.01 | | | | | | | | | | |
| | 17 | | | | | | | | | | | | | | | | | -.02 | | | | | | | | | |
| | 18 | | | | | | | | | | | | | | | | | | -.01 | | | | | | | | |
| | 19 | | | | | | | | | | | | | | | | | | | .07 | | | | | | | |
| | 20 | | | | | | | | | | | | | | | | | | | | .02 | | | | | | |
| | 21 | | | | | | | | | | | | | | | | | | | | | -.02 | | | | | |
| | 22 | | | | | | | | | | | | | | | | | | | | | | -.01 | | | | |
| | 23 | | | | | | | | | | | | | | | | | | | | | | | -.01 | | | |
| | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | .05 |

Note **. Correlation is significant at the 0.01 level (1-tailed). *. Correlation is significant at the 0.05 level (1-tailed).

5.4.2 Correlation between Teachers' Frequency of Use of Motivational Strategies and Students' Perception of their own Motivation toward Learning English

As Table 6 shows, there were little positive correlations between the teachers' frequency of use of motivational strategies and the students' perception of their own motivation toward learning English in relation to the teachers' motivational strategies at the significant level of 0.01 for 5 items (items 1, 4, 6, 7, and 14). The other 5 items (items 2, 3, 5, 9, and 13) were found to have little positive correlations at the significant level of 0.05. However, significant correlation between these two variables was not found for the remaining 14 items.

On the whole, the finding on correlation between these two variables was similar to that between the teachers' frequency of use of the motivational strategies and the students' preference for teachers' motivational strategies. That is, the discovered significant correlations were not strong, and correlations were not found for the majority of the items. Based on this finding, it might be concluded that the teachers' frequency of use of the motivational strategies was not much related to the students' perception of their own motivation toward learning English. In other words, the strategies which could motivate the students would always motivate them to learn English even though they were rarely used by the teachers. On the other hand, the strategies which could not motivate the students would not motivate them to learn English even though they were frequently used by the teachers.

Regarding the teachers' frequency of use of motivational strategies, it was found that the teachers frequently used all 24 motivational strategies in their classroom; however, correlations were found between the teachers' frequency of use of the motivational strategies and the students' perception of their own motivation toward learning English for only 10 items, and correlations were found between the teachers' frequency of use of the motivational strategies and the students' preference for teachers' motivational strategies for only 9 items. Interestingly, 8 of 10 items with the correlations between the teachers' strategies and the students' perception match 8 items with the correlations between the teachers' strategies and the students' preference. These findings suggest that the teachers' frequency of use of the

motivational strategies did not much relate to the students' preference for the teachers' motivational strategies and the students' perception of their own motivation toward learning English. It might, then, be concluded that the important factor influencing students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English might be what motivational strategies were used, not the frequency of use of the motivational strategies.

Table 6: Correlation between Teachers' Frequency of Use of Motivational Strategies and their Perception of their Own Motivation toward Learning English

| | | Teachers' motivational strategies | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----|-----------------------------------|------|------|-------|------|-------|-------|-----|------|------|------|------|------|-------|------|------|------|------|-----|-----|------|-----|-----|----|-----|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 18 | 20 | 21 | 22 | 23 | 24 | | |
| Students' perception of their own motivation toward learning English | 1 | .15** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | | .12* | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 | | | .10* | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | | | | .19** | | | | | | | | | | | | | | | | | | | | | | |
| | 5 | | | | | .10* | | | | | | | | | | | | | | | | | | | | | |
| | 6 | | | | | | .21** | | | | | | | | | | | | | | | | | | | | |
| | 7 | | | | | | | .17** | | | | | | | | | | | | | | | | | | | |
| | 8 | | | | | | | | .06 | | | | | | | | | | | | | | | | | | |
| | 9 | | | | | | | | | .12* | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | -.03 | | | | | | | | | | | | | | | | |
| | 11 | | | | | | | | | | | -.09 | | | | | | | | | | | | | | | |
| | 12 | | | | | | | | | | | | -.02 | | | | | | | | | | | | | | |
| | 13 | | | | | | | | | | | | | .10* | | | | | | | | | | | | | |
| | 14 | | | | | | | | | | | | | | .14** | | | | | | | | | | | | |
| | 15 | | | | | | | | | | | | | | | -.04 | | | | | | | | | | | |
| | 16 | | | | | | | | | | | | | | | | -.03 | | | | | | | | | | |
| | 17 | | | | | | | | | | | | | | | | | -.07 | | | | | | | | | |
| | 18 | | | | | | | | | | | | | | | | | | -.03 | | | | | | | | |
| | 19 | | | | | | | | | | | | | | | | | | | .00 | | | | | | | |
| | 20 | | | | | | | | | | | | | | | | | | | | .03 | | | | | | |
| | 21 | | | | | | | | | | | | | | | | | | | | | -.07 | | | | | |
| | 22 | | | | | | | | | | | | | | | | | | | | | | .01 | | | | |
| | 23 | | | | | | | | | | | | | | | | | | | | | | | .04 | | | |
| | 24 | | | | | | | | | | | | | | | | | | | | | | | | | .01 | |

Note. **. Correlation is significant at the 0.01 level (1-tailed). *. Correlation is significant at the 0.05 level (1-tailed).

5.4.3 Correlation between Students' Preference for Teachers' Motivational Strategies and their Perception of their Own Motivation toward Learning English

It was found that the students' preference for teachers' motivational strategies had some relationship with their perception of their own motivation toward learning English. As Table 7 clearly shows, the students' preference for all 24 teachers' motivational strategies significantly correlated with their perception of their own motivation at the level of 0.01. This indicates that all the preferred strategies could motivate the students to learn English. Table 7 summarizes the correlation coefficients of the correlations between these two variables by items.

As shown in Table 7, the correlation between the students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English in relation to teachers' motivational strategies ranged from 0.38 to 0.58 and they were significant at the 0.01 level. This indicates that the correlations between these variables ranged from the correlation level of "weak positive relationship" to that of "moderate positive relationship". It was found that there were weak positive relationships for 15 items, while the rest 9 items were found to have moderate positive relationship.

It should be pointed out that 3 of 9 items with moderate positive relationship (items 6, 19, and 20) were the three items with the lowest mean value for both the students' level of preference for teachers' motivational strategies and their perception of their own motivation toward learning English in relation to teachers' motivational strategies. This indicates that the teachers' motivational strategies which were least preferred by the students least motivated them to learn English. These findings were confirmed by the correlation coefficients of these three items which show that the students' preference for these three motivational strategies had significant moderate positive relationship with their perception of their own motivation toward learning English in relation to these three strategies. One explanation might be when teachers employed motivational strategies that were least preferred by the students, they might feel bored. Therefore, those strategies least motivated the students to learn English.

Table 7: Correlation between Students’ Preference for Teachers’ Motivational Strategies and their Perception of their Own Motivation toward Learning English

| | | Students’ preference for teachers’ motivational strategies | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----|-------|--|-------|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 18 | 20 | 21 | 22 | 23 | 24 | | | | |
| Students’ perception of their own motivation toward learning English | 1 | .48** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2 | | .42** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 | | | .47** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 4 | | | | .45** | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5 | | | | | .45** | | | | | | | | | | | | | | | | | | | | | | | |
| | 6 | | | | | | .53** | | | | | | | | | | | | | | | | | | | | | | |
| | 7 | | | | | | | .52** | | | | | | | | | | | | | | | | | | | | | |
| | 8 | | | | | | | | .50** | | | | | | | | | | | | | | | | | | | | |
| | 9 | | | | | | | | | .46** | | | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | .39** | | | | | | | | | | | | | | | | | | |
| | 11 | | | | | | | | | | | .38** | | | | | | | | | | | | | | | | | |
| | 12 | | | | | | | | | | | | .52** | | | | | | | | | | | | | | | | |
| | 13 | | | | | | | | | | | | | .49** | | | | | | | | | | | | | | | |
| | 14 | | | | | | | | | | | | | | .45** | | | | | | | | | | | | | | |
| | 15 | | | | | | | | | | | | | | | .41** | | | | | | | | | | | | | |
| | 16 | | | | | | | | | | | | | | | | .49** | | | | | | | | | | | | |
| | 17 | | | | | | | | | | | | | | | | | .50** | | | | | | | | | | | |
| | 18 | | | | | | | | | | | | | | | | | | .48** | | | | | | | | | | |
| | 19 | | | | | | | | | | | | | | | | | | | .53** | | | | | | | | | |
| | 20 | | | | | | | | | | | | | | | | | | | | .50** | | | | | | | | |
| | 21 | | | | | | | | | | | | | | | | | | | | | .47** | | | | | | | |
| | 22 | | | | | | | | | | | | | | | | | | | | | | .41** | | | | | | |
| | 23 | | | | | | | | | | | | | | | | | | | | | | | | .54** | | | | |
| | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | .58** | | |

Note. **Correlation is significant at the 0.01 level.

6. CONCLUDING REMARKS

6.1 Conclusion and Implications of the Study

The results of this study can be summarized as follows:

Firstly, the teachers frequently used all 24 motivational strategies in their classroom. It was found that the most frequently used strategy among 24 motivational strategies is 'being friendly with the students' ($\bar{x} = 4.49$). This strategy belongs to the first category, creating the basic motivational conditions, which was most frequently used by the teachers. On the contrary, item 24 'I offer rewards to successful students in my English classroom' belonging to the fourth category, encouraging positive self-evaluation, was the least frequently used strategy among 24 motivational strategies ($\bar{x} = 3.89$). It was also found that the teachers least frequently used the motivational strategies under the fourth category.

Secondly, 22 motivational strategies were preferred at the "greatly preferred" level, whereas only two strategies were preferred at the "preferred" level. These two preferred strategies belong to the fourth category, encouraging positive self-evaluation, which was relatively least preferred by the students. However, it should be noted that the mean value of each category of teachers' motivational strategies was just slightly different meaning that the students' degree of preference for the teachers' motivational strategies in each category was almost equal. The findings obtained from the questionnaire and the interview confirmed that the most preferred motivational strategy of the first year vocational certificate students was the friendliness of the English teachers.

Thirdly, the students agreed that the teachers' use of all the 24 motivational strategies could motivate them to learn English. The participating students most agreed that they felt motivated if the class was started with interesting activities. This strategy belongs to the third category, maintaining and protecting students' motivation. Interestingly, it was found that motivational strategies under this category were most preferred and most motivated the students to learn English.

Moreover, it was found that the three items with the lowest mean value of the students' perception of their own motivation toward learning English in relation to teachers' motivational strategies, item 6 "Teachers' use of ice-breaking activities at the beginning of the course", item 19 "I have positive self-evaluation and I am motivated to learn English when my English teachers ask me to explain what I have learnt in each lesson.", and item 20 "I have positive self-evaluation and I am motivated to learn English when my English teachers ask me to evaluate my own strengths as an English learner.", completely match the three items with the lowest mean value (items 6, 19, and 20) of the students' preference for teachers' motivational strategies. These three strategies were also found to have significant moderate positive correlation. These findings confirm that the first year vocational certificate students least preferred these three strategies and they were also least motivated to learn English by these strategies. On the other hand, only one of the three items with the highest mean value (item 3) of the students' perception of their own motivation toward learning English matches that of the students' preference for teachers' motivational strategies. Probably, the students varied in their preferred strategies which, in turn, can affect their perception of their own motivation toward learning English. Varied preferred strategies influence their perception of their own motivation toward learning English in relation to those motivational strategies. Therefore, only one matching item with moderate positive correlation was found among the three items with the highest mean value.

Fourthly, the findings of this study show that the teachers' frequency of use of motivational strategies was not much related to the students' preference for teachers' motivational strategies and students' perception of their own motivation toward learning English in relation to teachers' motivational strategies. One explanation might be related to what motivational strategies the teachers employed in the classroom. That is, the important factor influencing students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English might not be the frequency of use of the motivational strategies, but it might be what motivational strategies were used in the classroom.

However, significant correlation was found between the students' preference for the teachers' motivational strategies and their perception of their own motivation toward learning English in relation to the teachers' motivational strategies. Probably, when the teachers employed preferred strategies, these strategies would influence the students' positive attitude toward learning English which is the component of the language learning motivation. If the teachers frequently use preferred strategies, the students will be more motivated.

Finally, correlations were found between the teachers' frequency use of the motivational strategies and the students' preference for teachers' motivational strategies for only 9 items, and correlations were found between the teachers' frequency use of the motivational strategies and the students' perception of their own motivation toward learning English for only 10 items. Interestingly, the students' preference for all 24 teachers' motivational strategies significantly correlated with students' perception of their own motivation. These findings suggest that one of the effective factors influencing students' motivation was their preference for teachers' motivational strategies as the result of the study shows that all preferred strategies have positive correlation with the students' motivation toward learning English.

Based on the results of the study, pedagogical implications can be drawn as follows:

Firstly, to promote students' learning motivation, the teachers in vocational colleges should continually employ motivational strategies preferred by the students in the classroom. The suggested teachers' motivational strategies are summarized as follows:

- Display friendly behaviors in the classroom. This strategy can promote positive relationship between teachers and students. This supportive classroom atmosphere is important and must be created before further attempt to motivate the students to learn English.

- Use a variety of activities in the classroom such as games, video, and music to make an ordinary classroom more interesting. These activities can attract students'

attention and turn demotivated students to be the motivated ones. However, the teachers should employ the activities that serve purposes of English lessons. The activities might be used as pre-learning activities. Apart from gaining students' attention, it will be easy for the students to switch their concentration to the lessons after enjoying the activities.

- Remind students of the importance of English and encourage them to set their goals of learning English. Some of the students do not know the importance of English and they do not know why they have to study English. Therefore, they become demotivated students. When the teachers make them realize the importance of English, and they have their own goals of learning English, they may become autonomous learners who have motivation toward their lifelong learning of English.

Secondly, although the other two strategies "asking students to explain what they have learnt in each lesson" and "asking students to evaluate their own strengths as an English learner" were preferred at the "preferred" level, they obtained a lower mean value than the rest 22 items. This might be because the first year vocational certificate students may not be adequately prepared for them. Self-evaluation requires a high level skill and the students may not be ready to do it by themselves. To boost the students' higher degree of preference for these two strategies, the teachers should provide them with guidance and self-evaluation tools such as assignments, questionnaires, and check lists for self-evaluation.

Thirdly, the teachers should find new strategies to encourage students' positive self-evaluation. This is because it was found that the strategies under this category were least preferred and they least motivated the students to learn English. Encouraging the students' positive self-evaluation is the last stage of motivating students to learn English. After the teachers create the basic motivational conditions, generate students' motivation, maintain and protect students' motivation, they must encourage the students to evaluate their own achievement, their learning progress, as well as their failure in the positive ways (Dörnyei, 2001b).

6.2 Recommendation for Further Studies

The recommendation for further study can be drawn as follows:

Firstly, when using a five–point Likert scale questionnaire as an instrument of the study, the meaning of each scale should be made clear in order to ensure that all participants understand the meaning of each scale in the same way. This would result in more reliable data.

Secondly, student participants' attitude toward learning English should be further investigated. This is because students' attitude toward learning the second language is considered as one of the main components of learning motivation. Therefore, different attitude may differently affect second language learning motivation.

Finally, this research is a self-report study. The participants had to recall their levels of preference for the teachers' motivational strategies and their perception of their own motivation toward learning English in relation to those strategies in order to complete the questionnaire and give more detailed information during the interviews. One limitation of using questionnaire as an instrument of the study is that the collected data may be distorted by the participants. This is because people tend to say positive things, so what they said may not be what they have done. To directly examine cause and effect relationship between students' preference for teachers' motivational strategies and their motivation toward learning English, a different research design is required. Further studies could employ a different research design which can directly explore effects of teachers' motivational strategies and students' preference for teachers' motivational strategies on students' motivation toward learning English.

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APPENDIX 1

Questionnaire for Teachers

Motivational Strategy Use by English Teachers in Vocational Colleges

This survey is conducted as a part of the requirements for completion of the Master of Arts Degree in Teaching English as an International Language at Prince of Songkla University. The purpose of this questionnaire is to investigate motivational strategies that English teachers in vocational colleges use in their classrooms.

Please kindly answer the questions. Your responses are completely confidential, and will not affect you and your school. Please give your answer sincerely.

Thank you for your cooperation.

Miss Wanita Mastan
Graduate student
Master of Arts Program
in Teaching English as an International Language
Department of Languages and Linguistics,
Faculty of Liberal Arts, Prince of Songkla University

Part 1 General Information

Please completely fill out this questionnaire by ticking and writing your response in the provided space.

Gender: Male Female

Age: _____ years old

What is your country of origin? _____

Educational background: B.A. Major _____

M.A. Major _____

Ph.D. Major _____

Experience of teaching English: _____ years

Part 2

Please tick in one of the columns to rate the frequency of your use of strategies to motivate your students to learn English.

| No. | Motivational strategies | Frequency of use | | | | |
|---|---|------------------|------------|--------------|--------|-------------|
| | | Always | Frequently | Occasionally | Rarely | Hardly ever |
| Creating the basic motivational conditions | | | | | | |
| 1. | I create a pleasant and relaxed classroom atmosphere. | | | | | |
| 2. | I inform the students that English class is a safety zone. It is acceptable to make mistakes as a part of learning process. | | | | | |
| 3. | I reduce students' anxiety by trying to be friendly with them. | | | | | |
| 4. | I pay attention to each of the students. | | | | | |
| 5. | I show the students that I understand their learning problems. | | | | | |
| 6. | I use ice-breaking activities at the beginning of the course. | | | | | |
| Generating students' motivation | | | | | | |

| No. | Motivational strategies | Frequency of use | | | | |
|--|--|------------------|------------|--------------|--------|-------------|
| | | Always | Frequently | Occasionally | Rarely | Hardly ever |
| 7. | I share my own experiences of learning the English language to my students. | | | | | |
| 8. | I remind the students about the importance of English. | | | | | |
| 9. | I encourage my students to set their goals of learning English. | | | | | |
| 10. | I encourage my students to learn English in their free time via the Internet, music, and movies. | | | | | |
| 11. | I use interesting teaching materials such as videos and games. | | | | | |
| 12. | I assign the tasks that are not too easy or difficult for my students. | | | | | |
| Maintaining and protecting motivation | | | | | | |
| 13. | I start an English class with interesting activities. | | | | | |
| 14. | I provide new activities in order to maintain my students' motivation. | | | | | |

| No. | Motivational strategies | Frequency of use | | | | |
|---|--|------------------|------------|--------------|--------|-------------|
| | | Always | Frequently | Occasionally | Rarely | Hardly ever |
| 15. | I promote students' self- confidence in learning English. | | | | | |
| 16. | I avoid making comparison between students. | | | | | |
| 17. | I avoid threatening my students in the classroom by having unexpected quizzes. | | | | | |
| 18. | I raise my students' awareness of the importance of self-motivation. | | | | | |
| Encouraging positive self-evaluation | | | | | | |
| 19. | I ask my students to explain what they have learnt in each lesson. | | | | | |
| 20. | I ask my students to evaluate their own strengths as English learners. | | | | | |
| 22. | I compliment my students on their active participation in the classroom. | | | | | |
| 23. | I recognize my students' effort. | | | | | |
| 24. | I offer rewards to successful students in my English classroom. | | | | | |

APPENDIX 2

Questionnaire for Students

(English and Thai Versions)

**Students' Preference of Teachers' Motivational Strategies
and Their Perception of Their Own Motivation toward Learning English**

This survey is conducted as a part of the requirements for completion of the Master of Arts Degree in Teaching English as an International Language at Prince of Songkla University. The purpose of this questionnaire is to investigate students' preference of their teachers' motivational strategies and their perception of their own motivation toward learning English.

Please kindly answer the questions. This is not a test, so there are no "right" or "wrong" answers. Your responses are completely confidential, and will not affect you and your school. Please give your answer sincerely.

Thank you for your cooperation.

Miss Wanita Mastan
Graduate student
Master of Arts Program
in Teaching English as an International Language
Department of Languages and Linguistics,
Faculty of Liberal Arts, Prince of Songkla University

Part 1 General Information

Please completely fill out this questionnaire by ticking and writing your response in the provided space.

Gender: Male Female

Age: _____ years old

Experience of learning English: _____ years

Your grade in the Real Life English 1 course

4
 3 - 3.5
 2 - 2.5
 1 - 1.5
 0

Part 2

Please tick in one of the columns to rate your preference of strategies that your teachers use to motivate you to learn English.

| No. | Teachers' motivational strategies | Student's degree of preference | | | | |
|---|--|--------------------------------|-------------------|-----------|--------------------|-----------------|
| | | Most preferred | Greatly preferred | Preferred | Slightly preferred | Least preferred |
| My English teachers create the motivational conditions by... | | | | | | |
| 1. | creating a pleasant and relaxed classroom atmosphere. | | | | | |
| 2. | accepting my mistakes as a part of learning process. | | | | | |
| 3. | being friendly with me. | | | | | |
| 4. | paying attention to me. | | | | | |
| 5. | understanding my learning problems. | | | | | |
| 6. | providing ice-breaking activities at the beginning of the course. | | | | | |
| My English teachers generate my motivation by ... | | | | | | |
| 7. | sharing their own experiences of learning the English language to students. | | | | | |
| 8. | reminding me about the importance of English. | | | | | |
| 9. | encouraging me to set the goals of learning English. | | | | | |
| 10. | encouraging me to learn English in my free time via the Internet, music, and movies. | | | | | |
| 11. | using interesting teaching materials such as videos and games. | | | | | |

| No. | Teachers' motivational strategies | Student's degree of preference | | | | |
|--|--|--------------------------------|-------------------|-----------|--------------------|-----------------|
| | | Most preferred | Greatly preferred | Preferred | Slightly preferred | Least preferred |
| 12. | assigning the tasks that are not too easy or difficult for me. | | | | | |
| My English teachers maintain and protect my motivation by... | | | | | | |
| 13. | starting an English class with interesting activities. | | | | | |
| 14. | providing new activities for me. | | | | | |
| 15. | promoting my self-confidence in learning English. | | | | | |
| 16. | avoiding making comparison between me and my friends. | | | | | |
| 17. | avoiding threatening me in the classroom by having unexpected quizzes. | | | | | |
| 18. | raising my awareness of the importance of self-motivation. | | | | | |
| My English teachers encourage my positive self-evaluation by... | | | | | | |
| 19. | asking me to explain what I have learnt in each lesson. | | | | | |
| 20. | asking me to evaluate my own strengths as an English learner. | | | | | |
| 21. | providing motivational feedback. | | | | | |
| 22. | complimenting students on their active participation in the classroom. | | | | | |
| 23. | recognizing my effort. | | | | | |

| No. | Teachers' motivational strategies | Student's degree of preference | | | | |
|-----|---|--------------------------------|-------------------|-----------|--------------------|-----------------|
| | | Most preferred | Greatly preferred | Preferred | Slightly preferred | Least preferred |
| 24. | offering rewards to successful students in the English classroom. | | | | | |

Part 3

Please tick in one of the columns to rate your perception of your own motivation to learn English.

| No. | Perception of motivation | Student's degree of perception | | | | |
|---|--|--------------------------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
| The following conditions motivate me to learn English. | | | | | | |
| 1. | My English teachers create a pleasant and relaxed classroom atmosphere. | | | | | |
| 2. | My English teachers accept my mistakes as a part of learning process. | | | | | |
| 3. | The friendliness of my teachers | | | | | |
| 4. | The attention of my teachers | | | | | |
| 5. | Teachers' understanding of my learning problems | | | | | |
| 6. | Teachers' use of ice-breaking activities at the beginning of the course | | | | | |
| I get motivated to learn English when my English teachers... | | | | | | |
| 7. | share their own experiences of learning the English language in the classroom. | | | | | |
| 8. | remind me about the importance of English. | | | | | |
| 9. | encourage me to set my own goals of learning English. | | | | | |
| 10. | encourage me to learn English in my free time via the Internet, music, and movies. | | | | | |

| No. | Perception of motivation | Student's degree of perception | | | | |
|--|--|--------------------------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
| 11. | use interesting teaching materials such as videos and games. | | | | | |
| 12. | assign the tasks that are not too easy or difficult for me. | | | | | |
| My motivation to learn English is maintained and protected when my English teachers... | | | | | | |
| 13. | start an English class with interesting activities. | | | | | |
| 14. | provide me with new activities. | | | | | |
| 15. | promote my self-confidence in learning English. | | | | | |
| 16. | avoid making comparison between me and my friends. | | | | | |
| 17. | avoid threatening me in the classroom by having unexpected quizzes. | | | | | |
| 18. | raise my awareness of the importance of self-motivation toward learning English. | | | | | |
| I have positive self-evaluation and I am motivated to learn English when my English teachers... | | | | | | |
| 19. | ask me to explain what I have learnt in each lesson. | | | | | |
| 20. | ask me to evaluate my own strengths as an English learner. | | | | | |
| 21. | provide motivational feedback. | | | | | |

| No. | Perception of motivation | Student's degree of perception | | | | |
|-----|---|--------------------------------|-------|-----------|----------|-------------------|
| | | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
| 22. | compliment students on their active participation in the classroom. | | | | | |
| 23. | recognize my effort. | | | | | |
| 24. | offer rewards to successful students in the English classroom. | | | | | |

ตอนที่ 2

โปรดทำเครื่องหมายถูก (✓) ในช่องเพื่อระบุระดับความชอบของนักเรียนต่อกลวิธีที่ครูใช้เพื่อสร้างแรงจูงใจของนักเรียนในการเรียนภาษาอังกฤษ

| ข้อที่ | กลวิธีการสร้างแรงจูงใจของครู | ระดับความชอบของนักเรียน | | | | |
|--|---|-------------------------|------------|-----|-------------|-----------------------|
| | | ชอบ มาก ที่สุด | ชอบ มาก | ชอบ | ชอบ น้อย | ชอบ น้อย ที่สุด |
| ครูภาษาอังกฤษของฉันสร้างสถานะที่จูงใจในการเรียนภาษาอังกฤษโดยการ... | | | | | | |
| 1. | สร้างบรรยากาศในการเรียนที่ดีและผ่อนคลาย | | | | | |
| 2. | ยอมรับว่าข้อผิดพลาดของฉันเป็นส่วนหนึ่งของกระบวนการเรียนรู้ | | | | | |
| 3. | เป็นกันเองกับฉัน | | | | | |
| 4. | ให้ความใส่ใจต่อการเรียนรู้ภาษาอังกฤษของฉัน | | | | | |
| 5. | เข้าใจปัญหาในการเรียนภาษาอังกฤษของฉัน | | | | | |
| 6. | จัดให้มีกิจกรรมละลายพฤติกรรมในตอนต้นของการเรียน | | | | | |
| ครูภาษาอังกฤษของฉันสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่นักเรียนโดยการ... | | | | | | |
| 7. | เล่าประสบการณ์การเรียนภาษาอังกฤษของตนเองให้นักเรียนฟัง | | | | | |
| 8. | ย้ำเตือนให้ฉันตระหนักถึงความสำคัญของภาษาอังกฤษ | | | | | |
| 9. | ส่งเสริมให้ฉันตั้งเป้าหมายในการเรียนภาษาอังกฤษ | | | | | |
| 10. | ส่งเสริมให้ฉันเรียนรู้ภาษาอังกฤษในเวลาว่างผ่านอินเทอร์เน็ต เพลง และภาพยนตร์ | | | | | |

| ข้อที่ | กลวิธีการสร้างแรงจูงใจของครู | ระดับความชอบของนักเรียน | | | | |
|--|--|-------------------------|------------|-----|-------------|-----------------------|
| | | ชอบ มาก ที่สุด | ชอบ มาก | ชอบ | ชอบ น้อย | ชอบ น้อย ที่สุด |
| 11. | ใช้สื่อการสอนที่น่าสนใจ เช่น วิดีโอและเกมส์ | | | | | |
| 12. | มอบหมายงานที่ไม่ง่ายหรือยาก จนเกินไปสำหรับฉัน | | | | | |
| ครูภาษาอังกฤษของฉันรักษาและคงไว้ซึ่งแรงจูงใจในการเรียนภาษาอังกฤษของฉันโดยการ... | | | | | | |
| 13. | เริ่มต้นการสอนวิชาภาษาอังกฤษ ด้วยกิจกรรมที่น่าสนใจ | | | | | |
| 14. | จัดเตรียมกิจกรรมเพื่อการเรียนรู้ ใหม่ๆ ให้แก่นักเรียน | | | | | |
| 15. | ส่งเสริมให้ฉันมีความมั่นใจใน การเรียนภาษาอังกฤษ | | | | | |
| 16. | หลีกเลี่ยงการเปรียบเทียบ ความสามารถในการเรียนของฉัน กับเพื่อนๆ | | | | | |
| 17. | หลีกเลี่ยงการทำให้กลัวด้วยการ สอบโดยไม่บอกล่วงหน้า | | | | | |
| 18. | ทำให้ฉันตระหนักถึงความสำคัญ ของแรงจูงใจในการเรียน ภาษาอังกฤษของตนเอง | | | | | |
| ครูภาษาอังกฤษของฉันส่งเสริมให้ฉันประเมินความสามารถของตนเองในทางบวกและมีแรงจูงใจ ในการเรียนภาษาอังกฤษโดยการ... | | | | | | |
| 19. | ให้ฉันอธิบายสิ่งที่ได้เรียนรู้ในแต่ละ บทเรียน | | | | | |
| 20. | ให้ฉันประเมินจุดแข็งในการเรียน ภาษาอังกฤษของตนเอง | | | | | |

| ข้อที่ | กลวิธีการสร้างแรงจูงใจของครู | ระดับความชอบของนักเรียน | | | | |
|--------|---|-------------------------|------------|-----|-------------|-----------------------|
| | | ชอบ มาก ที่สุด | ชอบ มาก | ชอบ | ชอบ น้อย | ชอบ น้อย ที่สุด |
| 21. | ให้ข้อมูลย้อนกลับที่ช่วยสร้างแรงจูงใจให้กับนักเรียน | | | | | |
| 22. | ชื่นชมนักเรียนที่มีความกระตือรือร้นในการมีส่วนร่วมในชั้นเรียน | | | | | |
| 23. | มองเห็นความพยายามในการเรียนของนักเรียน | | | | | |
| 24. | ให้รางวัลแก่นักเรียนที่ประสบความสำเร็จในการเรียนภาษาอังกฤษ | | | | | |

ตอนที่ 3

โปรดทำเครื่องหมายถูก (✓) ในช่องเพื่อระบุระดับการรับรู้ต่อแรงจูงใจในการเรียนภาษาอังกฤษ
ของตนเอง

| ข้อ ที่ | การรับรู้ต่อแรงจูงใจ | ระดับการรับรู้ของนักเรียน | | | | |
|---|---|---------------------------|--------------|--------------|---------------------|-----------------------------|
| | | เห็นด้วย อย่างมาก | เห็น ด้วย | ไม่ แน่ใจ | ไม่ เห็น ด้วย | ไม่เห็น ด้วยอย่าง มาก |
| สถานะต่อไปนี้จะใจให้ฉันอยากเรียนภาษาอังกฤษ | | | | | | |
| 1. | ครูภาษาอังกฤษของฉันสร้างบรรยากาศ ในการเรียนที่ดีและผ่อนคลาย | | | | | |
| 2. | ครูภาษาอังกฤษของฉันยอมรับว่า ข้อผิดพลาดของฉันเป็นส่วนหนึ่งของ กระบวนการเรียนรู้ | | | | | |
| 3. | ความเป็นกันเองของครู | | | | | |
| 4. | ครูให้ความใส่ใจต่อการเรียนรู้ ภาษาอังกฤษของฉัน | | | | | |
| 5. | ครูเข้าใจปัญหาในการเรียนภาษาอังกฤษ ของฉัน | | | | | |
| 6. | ครูใช้กิจกรรมละลายพฤติกรรมใน ตอนต้นของการเรียน | | | | | |
| ฉันได้รับแรงจูงใจในการเรียนภาษาอังกฤษเมื่อครูภาษาอังกฤษของฉัน... | | | | | | |
| 7. | เล่าประสบการณ์การเรียนภาษาอังกฤษ ของตนเองให้นักเรียนฟัง | | | | | |
| 8. | ย้ำเตือนให้ฉันตระหนักถึงความสำคัญ ของภาษาอังกฤษ | | | | | |
| 9. | ส่งเสริมให้ฉันตั้งเป้าหมายในการเรียน ภาษาอังกฤษ | | | | | |
| 10. | ส่งเสริมให้ฉันเรียนรู้ภาษาอังกฤษใน เวลาว่างผ่านอินเทอร์เน็ต เพลงและ ภาพยนตร์ | | | | | |

| ข้อ ที่ | การรับรู้ต่อแรงจูงใจ | ระดับการรับรู้ของนักเรียน | | | | |
|---|--|---------------------------|--------------|--------------|---------------------|-----------------------------|
| | | เห็นด้วย อย่างมาก | เห็น ด้วย | ไม่ แน่ใจ | ไม่ เห็น ด้วย | ไม่เห็น ด้วยอย่าง มาก |
| 11. | ใช้สื่อการสอนที่น่าสนใจ เช่น วิดีโอและ เกมส์ | | | | | |
| 12. | มอบหมายงานที่ไม่ง่ายหรือยาก จนเกินไปสำหรับฉัน | | | | | |
| ครูภาษาอังกฤษของฉันรักษาและคงไว้ซึ่งแรงจูงใจในการเรียนภาษาอังกฤษของฉันโดยการ... | | | | | | |
| 13. | เริ่มต้นการสอนวิชาภาษาอังกฤษด้วย กิจกรรมที่น่าสนใจ | | | | | |
| 14. | จัดเตรียมกิจกรรมเพื่อการเรียนรู้ใหม่ๆ ให้แก่ฉัน | | | | | |
| 15. | ส่งเสริมให้ฉันมีความมั่นใจในการเรียน ภาษาอังกฤษ | | | | | |
| 16. | หลีกเลี่ยงการเปรียบเทียบความสามารถ ในการเรียนของฉันกับเพื่อนๆ | | | | | |
| 17. | หลีกเลี่ยงการทำให้กลัวด้วยการสอบ โดยไม่บอกล่วงหน้า | | | | | |
| 18. | ทำให้ฉันตระหนักถึงความสำคัญของ แรงจูงใจในการเรียนภาษาอังกฤษของ ตนเอง | | | | | |
| ฉันได้ประเมินตนเองในเชิงบวกและมีแรงจูงใจในการเรียนภาษาอังกฤษเมื่อครูภาษาอังกฤษของฉัน ... | | | | | | |
| 19. | ให้ฉันอธิบายสิ่งที่ได้เรียนรู้ในแต่ละ บทเรียน | | | | | |
| 20. | ให้ฉันประเมินจุดแข็งในการเรียน ภาษาอังกฤษของตนเอง | | | | | |
| 21. | ให้ข้อมูลย้อนกลับที่ช่วยสร้างแรงจูงใจ ให้กับฉัน | | | | | |

| ข้อ ที่ | การรับรู้ต่อแรงจูงใจ | ระดับการรับรู้ของนักเรียน | | | | |
|------------|---|---------------------------|--------------|--------------|---------------------|-----------------------------|
| | | เห็นด้วย อย่างมาก | เห็น ด้วย | ไม่ แน่ใจ | ไม่ เห็น ด้วย | ไม่เห็น ด้วยอย่าง มาก |
| 22. | ชื่นชมนักเรียนที่มีความกระตือรือร้นใน การมีส่วนร่วมในชั้นเรียน | | | | | |
| 23. | มองเห็นความพยายามในการเรียนของ ฉัน | | | | | |
| 24. | ให้รางวัลแก่นักเรียนที่ประสบ ความสำเร็จในการเรียนภาษาอังกฤษ | | | | | |

APPENDIX 3

Semi-structured Interview Questions for Teachers

(English and Thai Versions)

Semi-structured Interview

Motivational Strategy Use by English Teachers in Vocational Colleges

Questions:

1. What are the most effective motivational strategies for your students?
2. What are the least effective motivational strategies for your students?
3. What motivational strategies do you usually use to motivate your students, but they were not mentioned in the questionnaire?
4. Are there any motivational strategies that are effective for your students, but you can't use them frequently? Why?
5. Based on collected data, why item 3 "I reduce students' anxiety by trying to be friendly with them." was the most frequently use strategy by the English teachers in vocational colleges?
6. Based on collected data, why item 24 "I offer rewards to successful students in my English classroom." was the least frequently use strategy by the English teachers in vocational colleges?

แบบสัมภาษณ์กึ่งโครงสร้าง

เรื่อง กลวิธีการสร้างแรงจูงใจในการเรียนภาษาอังกฤษของครู: กรณีศึกษาวิทยาลัยอาชีวศึกษา

ข้อคำถาม

1. กลวิธีใดสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่นักเรียนของท่านได้มากที่สุด
2. กลวิธีใดสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่เรียนของท่านได้น้อยที่สุด
3. กลวิธีใดที่ท่านใช้ในการสร้างแรงจูงใจให้แก่เรียนเป็นประจำแต่ไม่ได้ถูกกล่าวถึงในแบบสอบถาม
4. มีกลวิธีใดบ้างที่สามารถสร้างแรงจูงใจให้แก่เรียนของท่านได้เป็นอย่างดี แต่ท่านไม่สามารถใช้กลวิธีนั้นบ่อยๆ เพราะเหตุใด
5. ข้อมูลจากแบบสอบถามพบว่า ครูผู้สอนภาษาอังกฤษในวิทยาลัยอาชีวจะใช้กลวิธีการสร้างแรงจูงใจข้อที่ 3 “ฉันลดความกังวลของนักเรียนโดยการพยายามเป็นกันเองกับพวกเขา” บ่อยที่สุด เพราะเหตุใด
6. ข้อมูลจากแบบสอบถามพบว่า ครูผู้สอนภาษาอังกฤษในวิทยาลัยอาชีวจะใช้กลวิธีการสร้างแรงจูงใจข้อที่ 24 “ฉันให้รางวัลแก่นักเรียนที่ประสบความสำเร็จในการเรียนภาษาอังกฤษ” น้อยที่สุด เพราะเหตุใด

APPENDIX 4

Semi-structured Interview Questions for Students

(English and Thai Versions)

Semi-structured Interview

Students' Preference of Teachers' Motivational Strategies and Their Perception of Their Own Motivation toward Learning English

Questions:

1. Why do you learn English?
2. How do you feel when you are in English class?
3. Have you ever studied English outside the classroom? If yes, from what sources outside the classroom have you learnt?
4. What are the most motivating teachers' behaviors for you?
5. What are the least motivating teachers' behaviors for you?
6. What would you like the teachers to do in order to motivate you to learn English?
7. Based on collected data, why item 3 "My English teachers create the motivational conditions by being friendly with me." was the most preferred strategy for vocational certificate students?
8. Based on collected data, why item 19 "My English teachers encourage my positive self-evaluation by asking me to explain what I have learnt in each lesson." and item 20 "My English teachers encourage my positive self-evaluation by asking me to evaluate my own strengths as an English learner." was the least preferred strategy for vocational certificate students?
9. Based on collected data, why item 13 "My motivation to learn English is maintained and protected when my English teachers start an English class with interesting activities." was the most motivated strategy for vocational certificate students?
10. Based on collected data, why item 6 "Teachers' use of ice-breaking activities at the beginning of the course" which concerns the same topic as item 13 was the least motivated strategy for vocational certificate students?

แบบสัมภาษณ์กึ่งโครงสร้าง

เรื่อง ความชอบของนักเรียนและการรับรู้ต่อแรงจูงใจในการเรียนภาษาอังกฤษของตนเอง:

กรณีศึกษาวิทยาลัยอาชีวศึกษา

ข้อคำถาม

1. นักเรียนเรียนภาษาอังกฤษด้วยเหตุผลใด
2. นักเรียนรู้สึกอย่างไรในขณะที่เรียนวิชาภาษาอังกฤษ
3. นักเรียนเคยเรียนรู้ภาษาอังกฤษนอกห้องเรียนบ้างหรือไม่ หากนักเรียนเคยเรียนรู้ภาษาอังกฤษนอกห้องเรียน นักเรียนเรียนรู้จากแหล่งใด
4. พฤติกรรมใดของครูสามารถสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่นักเรียนได้ดีที่สุด
5. พฤติกรรมใดของครูสามารถสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่เรียนได้น้อยที่สุด
6. นักเรียนอยากให้ครูทำอะไรเพื่อสร้างแรงจูงใจในการเรียนภาษาอังกฤษให้แก่นักเรียน
7. ข้อมูลจากแบบสอบถามพบว่า กลวิธีการสร้างแรงจูงใจข้อที่ 3 “ครูภาษาอังกฤษของฉันสร้างสภาวะที่จูงใจในการเรียนภาษาอังกฤษโดยการเป็นกันเองกับฉัน” คือกลวิธีที่นักเรียนชอบมากที่สุด เพราะเหตุใด
8. ข้อมูลจากแบบสอบถามพบว่า กลวิธีการสร้างแรงจูงใจข้อที่ 19 “ครูภาษาอังกฤษของฉันส่งเสริมให้ฉันประเมินความสามารถของตนเองในทางบวกและมีแรงจูงใจในการเรียนภาษาอังกฤษโดยการให้ฉันอธิบายสิ่งที่ได้เรียนรู้ในแต่ละบทเรียน” และข้อที่ 20 “ครูภาษาอังกฤษของฉันส่งเสริมให้ฉันประเมินความสามารถของตนเองในทางบวกและมีแรงจูงใจในการเรียนภาษาอังกฤษโดยการให้ฉันประเมินจุดแข็งในการเรียนภาษาอังกฤษของตนเอง” คือกลวิธีที่นักเรียนชอบน้อยที่สุด เพราะเหตุใด

9. ข้อมูลจากแบบสอบถามพบว่า กลวิธีการสร้างแรงจูงใจข้อที่ 13 “ครูภาษาอังกฤษของฉัน รักษาและคงไว้ซึ่งแรงจูงใจในการเรียนภาษาอังกฤษของฉันโดยการเริ่มต้นการสอนวิชาภาษาอังกฤษด้วยกิจกรรมที่น่าสนใจ” คือกลวิธีที่สร้างแรงจูงใจให้นักเรียนได้มากที่สุด เพราะเหตุใด
10. ข้อมูลจากแบบสอบถามพบว่า กลวิธีการสร้างแรงจูงใจข้อที่ 6 “ครูใช้กิจกรรมละลายพฤติกรรมในตอนต้นของการเรียน” คือกลวิธีที่สร้างแรงจูงใจให้นักเรียนได้น้อยที่สุด ถึงแม้จะเกี่ยวกับการทำกิจกรรมในห้องเรียนเหมือนข้อที่ 9 เพราะเหตุใด

Paper 1

Mastan, W., & Teo, A. (2016a). Teachers' motivational strategies: A case of private vocational colleges. Proceedings of the 8th International Conference on Humanities and Social Sciences, National Defence University of Malaysia, Selangor, Malaysia, 142-151.

Teachers' Motivational Strategies: A Case of Private Vocational Colleges

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Abstract

Students' success and failure can be influenced by motivation which is a significant factor in second language learning (Dörnyei, 1998, 2001a; Oxford and Shearin 1994). As a first step to enhance students' motivation, teachers' use of motivational strategies must be investigated. Fifty-three native and non-native English teachers in seven private vocational colleges in Songkhla Primary Education Service Area Office 2 were participants of the study. A questionnaire was employed to investigate the frequency of motivational strategies used by the English teachers in this study. The 24 motivational strategies were categorized into four main categories based on Dörnyei's (2001b) framework. Descriptive statistics were used to analyze the collected data.

This paper presented a part of finding based on the data collected. The finding indicated that the 24 motivational strategies were used by the English teachers in private vocational colleges at the frequency levels of "always" and "frequently". The motivational strategies that belong to the first category, creating the basic motivational conditions, were most frequently used by the teachers. On the contrary, the motivational strategies to encourage positive self-evaluation, the fourth category, were least frequently used by the teachers. This study suggested that the teachers should more frequently use motivational strategies to encourage the students' positive self-evaluation and there is a need to find out whether the strategies that the teachers employed in their classroom could actually enhance the students' motivation toward learning English.

Keywords: motivational strategies, second language learning motivation, vocational colleges, a Thai context

INTRODUCTION

Motivation is part of humans everyday life. It underlies the reason why humans decide to do something and attempt to achieve their goals. Dörnyei and Otto (1998) defined motivation as the process of behavior. It starts from personal desires which are converted into goals, then actions and degrees of effort to complete the goals.

In relation to education, researchers have long accepted that motivation is an important key in learning a second language (Dörnyei, 1998). Gardner (1985) described the role of motivation in learning a language as learners' attempts and desires to complete their language learning goal as well as their positive attitude toward learning a second language. The language learner who has proper motivation will be easily successful (Brown, 2000). In other words, motivation can be driving force which can stimulate learners to keep learning in order to achieve their goal; hence, it directly influences learners' success. Learners with high motivation will have a strong desire to learn a language, so they can learn better than those with low motivation.

However, it is teachers' responsibility to assist students while they are learning a second language. Teachers must find out how to teach students effectively and promote their success. Because motivation is an important factor influencing students' success in learning the second language, teachers' awareness of how to motivate their learners is considered important. Dörnyei (2001a) asserted that teachers' behavior is considered the most effective motivational tool because teachers can support, guide, and encourage their students to learn. Scarcella and Oxford (1992) also suggested that teachers must assist students in reversing their negative attitudes and inculcate positive attitudes in order to promote students' motivation.

As a first step to enhance students' motivation toward learning English, teachers must know how to use strategies that can motivate their students to learn English in the most powerful way. In order to find out the strategies that can promote students' motivation, researchers must investigate the use of motivational strategies of teachers in the real classroom situation. Previous studies (Arabai, 2014; Bernaus, Wilson, and Gardner, 2009; Dörnyei, 2001a; Guilloteaux and Dörnyei, 2008; Papi and Abdollahzadeh, 2011; Trang and Baldauf, 2007) indicated that motivational strategies that teachers use in the classroom significantly influenced students' motivated behavior. In other words, students' motivation can be promoted by teachers' use of motivational strategies.

Accordingly, the present study aimed to investigate teachers' motivational strategies. The majority of research on second language learning motivation in Thai context has focused on teachers and students in the regular programs, school or university context (Cho and Teo, 2013; Kitjaroonchai, 2012; Abidin, Mohammadi, Wongchana, & Yee, 2012). However, the present study was conducted among English teachers in private vocational colleges. Therefore, the result of the study can provide the teachers with guidelines for motivating vocational certificate students who need a rapid solution to their lack of motivation and success. Vocational certificate students will be needed in the labor market in the AEC. Strong demands for vocational expertise are expected to rise dramatically in the ASEAN Economic Community. Apart from vocational knowledge, language proficiency is required. Mr. Chaiprug Sereerak, the Secretary-General of the Office of the Vocational Education Commission, said that to increase job opportunities in the ASEAN labor market, students in vocational institutions need to improve their English skill (Buranasomphop, 2015).

Therefore, it is beneficial to investigate the current situation of what motivational strategies the English teachers in vocational colleges use in their classroom because the understanding of this current situation can provide the teachers with knowledge and guidance on what they need to do as further actions to enhance the students' language learning motivation and prepare them for the strong demands of the labor market in AEC. Moreover, the result of this study can be used as a basis for further study to find out effective strategies that can promote students' motivation. This study also filled the gap in the context of vocational level in which limited studies have been conducted.

LITERATURE REVIEW

It has long been accepted that learners' success and failure can be influenced by the significant factor called learning motivation (Dörnyei, 1998, 2001a; Oxford and Shearin 1994). Brown (1994) defined learners' motivation as a condition of desire to learn language in the initial stage that can stimulate learners to put more effort until they can achieve their particular ambition. However, although motivation in learning a second language is desirable, learners may not be in a position in which they can promote it by themselves. Thus, teachers must facilitate their learning by employing motivational strategies to enhance their learning motivation (Winke, 2005). McCombs and Pope (1994 cited in Dörnyei 2001a: 118) also stated that "all students are motivated to learn under the right conditions, and teachers can provide these conditions in their classroom." It should be noted that the most effective motivational tool is teachers' use of motivational strategies because teachers' behavior directly influences learners' motivation. Apart from scores, rewards,

and punishments, teachers can use other more effective strategies to motivate their learners (Dörnyei, 2001b).

Because language teachers can use powerful motivational tools to promote learners' motivation, many researchers proposed ways that teachers can generate their learners' motivation to learn the foreign/second language. In 1996, Dörnyei (1996 cited in Dörnyei and Csizér 1998) compiled a framework of strategies that teachers can use to enhance their learners' motivation in their language classes which is called "ten commandments for motivating language learners". In 1998, Dörnyei and Csizér (1998) revised and proposed the new version of the ten commandments which was developed based on results of the study in Hungary. They, however, pointed out that the ten commandments for motivating language learners were developed based on Hungarian teachers' beliefs, so this may not coincide with the strategies that are used in actual classrooms. In addition, some researchers argued that these strategies may not be effective for learners in other contexts. Therefore, in 2001 Dörnyei developed a new systematic framework to enhance language learners' motivation. This motivational strategy framework is presented in four main categories, namely creating motivational conditions, promoting learners' motivation, maintaining and protecting learners' motivation, and encouraging positive self-evaluation. (Dörnyei, 2001b). This framework was used as a basis to develop the questionnaire of this study.

RESEARCH QUESTION

This study was conducted to examine the frequency of use of 24 motivational strategies of English teachers in private vocational colleges. It addresses the following research question: What motivational strategies do English teachers in vocational colleges use?

RESEARCH METHODOLOGY

Participants

The participants of this study consisted of 5 native and 48 non-native English teachers in seven private vocational colleges (two technical colleges and five commercial colleges) in Songkhla Primary Education Service Area Office 2 in the academic year 2015. The total number of the teachers was 62. However, only 53 questionnaires were completely filled. Their age ranged from 23 to 56. They had 2 months - 20 years English teaching experience.

Instrument

A five-point Likert scale questionnaire was the main instrument of this study. Dörnyei's (2001b) framework which categorizes the long list of motivational strategies into four main categories was used as a basis to construct the questionnaire items. Before constructing the questionnaire, four open-ended questions based on Dörnyei's (2001b) framework were given to 10 teacher participants in order to explore motivational strategies that the teachers actual use in their classroom. The teachers' answers were listed, classified into groups, and formed into 19 questionnaire items. However, the teachers' answers did not cover all aspects; therefore, 5 additional items,(items 6, 16, 18, 20, and 23) were selected and adapted from Dörnyei's (2001) sample questionnaire items. Then, the items of the questionnaire were checked for content validity by the three experts in this field.

The questionnaire consists of 24 five-point Likert scale items eliciting the frequency of use of motivational strategies of the English teachers in vocational colleges (5=Always, 4=Frequently, 3=Occasionally, 2=Rarely, 1=Hardly ever). The questionnaire items were categorized into four categories based on Dörnyei's (2001b) framework. Items 1-6 belong to the first category, creating the basic motivational conditions; items 7-12 belong to the second, generating students' motivation; items 13-18 belong to the third, maintaining and

protecting the students' motivation; and items 19-24 belong to the fourth, encouraging positive self-evaluation.

Pilot Survey

The questionnaire was piloted for reliability with 25 native and non-native English teachers in six private vocational colleges in Songkhla and Nakhon Si Thammarat. The total Cronbach's Alpha coefficient of the questionnaire was 0.86 indicating that the items in the questionnaire were highly reliable.

Data collection

Data were collected in November and December, the second semester of Thailand's academic year 2015. The researcher visited seven private vocational colleges in Songkhla Primary Education Service Area Office 2, briefly informed the teachers of the objective of the study, and assured that the information and responses were anonymous. A total of 62 copies of the questionnaire were distributed. However, only 53 copies (85.48%) were completely filled.

Data analysis

Descriptive statistics, namely mean scores and standard deviation, were used to analyze the teachers' frequency of use of motivational strategies. The criteria for the interpretation of the mean value of the teachers' frequency of use of motivational strategies were as follows: 4.21-5.00 = always used strategies, 3.41-4.20 = frequently used strategies, 2.61-3.40 = occasionally used strategies, 1.81-2.60 = rarely used strategies, and 1.00-1.80 = hardly ever used strategies.

FINDINGS AND DISCUSSION

This study investigated motivational strategies that were used by the English teachers in private vocational colleges. It was found that the mean value of the frequency of use of the 24 motivational strategies was 4.16 which fell into the range of "frequently. Table 1 summarizes the means of the frequency level of the motivational strategies use ranging from the item with the highest mean value to that with the lowest mean value.

Table 1: Frequency level of teachers' use of motivational strategies

| No. | Strategy | \bar{x} | S.D. | Frequency level |
|-----|--|-----------|------|-----------------|
| 3 | I reduce students' anxiety by trying to be friendly with them. | 4.49 | 0.67 | Always |
| 5 | I show the students that I understand their learning problems. | 4.40 | 0.74 | |
| 15 | I promote students' self- confidence in learning English. | 4.38 | 0.69 | |
| 22 | I compliment my students on their active participation in the classroom. | 4.32 | 0.67 | Always |
| 1 | I create a pleasant and relaxed classroom atmosphere. | 4.30 | 0.70 | |
| 23 | I recognize my students' effort. | 4.30 | 0.77 | |
| 14 | I provide new activities in order to maintain my students' motivation. | 4.23 | 0.70 | |
| 4 | I pay attention to each of the students. | 4.23 | 0.89 | |
| 12 | I assign the tasks that are not too easy or difficult for my students. | 4.21 | 0.72 | |

| No. | Strategy | \bar{x} | S.D. | Frequency level |
|---------|---|-----------|------|-----------------|
| 8 | I remind the students about the importance of English. | 4.19 | 0.76 | Frequently |
| 13 | I start an English class with interesting activities. | 4.17 | 0.85 | |
| 19 | I ask my students to explain what they have learnt in each lesson. | 4.17 | 0.96 | |
| 10 | I encourage my students to learn English in their free time via the Internet, music, and movies. | 4.13 | 0.81 | |
| 16 | I avoid making comparison between students. | 4.13 | 0.83 | |
| 9 | I encourage my students to set their goals of learning English. | 4.11 | 0.93 | |
| 17 | I avoid threatening my students in the classroom by having unexpected quizzes. | 4.08 | 0.92 | |
| 7 | I share my own experiences of learning the English language to my students. | 4.08 | 1.05 | |
| 2 | I inform the students that English class is a safety zone. It is acceptable to make mistakes as a part of learning process. | 4.06 | 0.91 | |
| 18 | I raise my students' awareness of the importance of self-motivation. | 4.04 | 0.83 | |
| 6 | I use ice-breaking activities at the beginning of the course. | 4.00 | 0.68 | |
| 21 | I provide motivational feedback for my students. | 3.98 | 0.69 | |
| 11 | I use interesting teaching materials such as videos and games. | 3.96 | 0.81 | |
| 20 | I ask my students to evaluate their own strengths as English learners. | 3.94 | 0.99 | |
| 24 | I offer rewards to successful students in my English classroom. | 3.89 | 1.07 | |
| Average | | 4.16 | 0.83 | Frequently |

As Table 1 shows, the frequency levels of the teachers' use of motivational strategies ranged from 4.49 to 3.89. This indicates that the use of these 24 motivational strategies by the English teachers in private vocational colleges ranged from the frequency level of "always" to that of "frequently". Although it was found that the standard deviation coefficient was rather high (S.D. = 0.83) meaning that the participating teachers reported their frequency of the use of each motivational strategy at various frequency levels, the average frequency level of the use of the 24 motivational strategies was in the range of "frequently" (\bar{x} = 4.16). This finding shows that the English teachers in private vocational colleges realized that motivation toward learning English is important for their students; therefore, these 24 motivational strategies were frequently employed in their classroom. The result of previous studies (Alrabai, 2014; Cheng and Dörnyei, 2007; Dörnyei and Csizér, 1998; and Dörnyei, 2001b) confirmed that almost everything that teachers do in the classroom has an influence on students' motivation; therefore, it can be assumed that the vocational certificate students were motivated to learn English. This assumption corresponded with the finding of Choosri and Intharaksa (2011) who found that motivation of vocational certificate students were at high levels.

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Tables 2-5 illustrate the findings of the analysis of the teachers' use of motivational strategies in each category starting with creating the basic motivational conditions, followed by generating students' motivation, maintaining and protecting students' motivation, and encouraging positive self-evaluation.

Table 2: Frequency level of teachers' use of motivational strategies under the first category

| No. | Strategy | \bar{x} | Frequency level |
|---|---|-----------|-----------------|
| Creating the basic motivational conditions | | | |
| 3 | I reduce students' anxiety by trying to be friendly with them. | 4.49 | Always |
| 5 | I show the students that I understand their learning problems. | 4.40 | |
| 1 | I create a pleasant and relaxed classroom atmosphere. | 4.30 | |
| 4 | I pay attention to each of the students. | 4.23 | |
| 2 | I inform the students that English class is a safety zone. It is acceptable to make mistakes as a part of learning process. | 4.06 | Frequently |
| 6 | I use ice-breaking activities at the beginning of the course. | 4.00 | |

For the first category concerning creating the basic motivational conditions, the majority of the items (items 3, 5, 1, and 4) were used at the frequency level of "always", and the other two items (items 2 and 6) were used at the frequency level of "frequently". It was found that item 3 'I reduce students' anxiety by trying to be friendly with them' obtained the highest mean value ($\bar{x}=4.49$) meaning that the teachers in private vocational colleges always showed their personal warmth to their students in order to make students feel relaxed. This basic condition can create a supportive classroom atmosphere. On the other hand, item 6 'I use ice-breaking activities at the beginning of the course' was rated as the least frequently used strategy. Although it was found as the lowest mean value item ($\bar{x}=4.00$), it was used at the frequency level of "frequently". These findings indicate that all six items under the first category tend to have a high mean value.

Table 3: Frequency level of teachers' use of motivational strategies under the second category

| No. | Strategy | \bar{x} | Frequency level |
|--|--|-----------|-----------------|
| Generating students' motivation | | | |
| 12 | I assign the tasks that are not too easy or difficult for my students. | 4.21 | Always |
| 8 | I remind the students about the importance of English. | 4.19 | Frequently |
| 10 | I encourage my students to learn English in their free time via the Internet, music, and movies. | 4.13 | |
| 9 | I encourage my students to set their goals of learning English. | 4.11 | |
| 7 | I share my own experiences of learning the English language to my students. | 4.08 | Frequently |
| 11 | I use interesting teaching materials such as videos and games. | 3.96 | |

In the stage of generating students' motivation, the majority of the items (items 8, 10, 9, 7, and 11) were used at the frequency level of "frequently", while only item 12 was used at the frequency level of "always". The

most frequently used motivational strategy was item 12 'I assign the tasks that are not too easy or difficult for my students' (\bar{x} =4.21). This indicates that the teachers always assigned the tasks which were proper to the students' level of proficiency to generate the students' motivation toward learning English. On the contrary, item 11 'I use interesting teaching materials such as videos and games' was found to have the lowest mean value (\bar{x} =3.96). This is possibly because computers and other electronic devices were not available in some classrooms.

Table 4: Frequency level of teachers' use of motivational strategies under the third category

| No. | Strategy | \bar{x} | Frequency level |
|--|--|-----------|-----------------|
| Maintaining and protecting students' motivation | | | |
| 15 | I promote students' self- confidence in learning English. | 4.38 | Always |
| 14 | I provide new activities in order to maintain my students' motivation. | 4.23 | |
| 13 | I start an English class with interesting activities. | 4.17 | Frequently |
| 16 | I avoid making comparison between students. | 4.13 | |
| 17 | I avoid threatening my students in the classroom by having unexpected quizzes. | 4.08 | |
| 18 | I raise my students' awareness of the importance of self- motivation. | 4.04 | |

As Table 4 shows, the majority of the items that belong to the third category (items 13, 16, 17, and 18) were used at the same frequency level as the second category, frequently, while items 15 and 14 were used at the frequency level of "always". It was found that item 15 'I promote students' self- confidence in learning English' obtained the highest mean value (\bar{x} =4.38). This indicates that the teachers realized the importance of self- confidence in learning English. That is, when students become more confident, they become more motivated and willing to learn English. On the contrary, item 18 'I raise my students' awareness of the importance of self- motivation' was found to have the lowest mean value (\bar{x} =4.04).

Table 5: Frequency level of teachers' use of motivational strategies under the fourth category

| No. | Strategy | \bar{x} | Frequency level |
|---|--|-----------|-----------------|
| Encouraging positive self-evaluation | | | |
| 22 | I compliment my students on their active participation in the classroom. | 4.32 | Always |
| 23 | I recognize my students' effort. | 4.30 | |
| 19 | I ask my students to explain what they have learnt in each lesson. | 4.17 | Frequently |
| 21 | I provide motivational feedback for my students. | 3.98 | |
| 20 | I ask my students to evaluate their own strengths as English learners. | 3.94 | |
| 24 | I offer rewards to successful students in my English classroom. | 3.89 | |

Table 5 illustrates that, the majority of the items that belong to the fourth category (items 19, 21, 20, and 24) were used at the same frequency level as the second and third category, frequently, while item 22 and 23

were used at the frequency level of “always”. It was found that item 22 ‘I compliment my students on their active participation in the classroom’ and item 23 ‘I recognize my students’ effort’ obtained almost equal mean value (\bar{x} =4.32 and \bar{x} =4.30 respectively). These findings show that the teachers always recognized their students’ effort and praised them when they actively participated in learning activities with their effort. Whereas the item with the lowest mean value was item 24 ‘I offer rewards to successful students in my English classroom’ (\bar{x} =3.89).

Table 6 summarizes the findings of the analysis of the teachers’ use of motivational strategies in all four categories.

Table 6: Teachers’ frequency use of the motivational strategies based on categories

| Motivational strategy category | N | Minimum | Maximum | Mean | Frequency level |
|---|----|---------|---------|------|-----------------|
| Creating the basic motivational conditions | 6 | 4.00 | 4.49 | 4.25 | Always |
| Maintaining and protecting students’ motivation | 6 | 4.04 | 4.38 | 4.17 | Frequently |
| Generating students’ motivation | 6 | 3.96 | 4.21 | 4.11 | |
| Encouraging positive self-evaluation | 6 | 3.89 | 4.32 | 4.10 | |
| Total | 24 | 3.89 | 4.49 | 4.16 | Frequently |

As can be seen in Table 6, the first category, creating the basic motivational conditions, was the only one motivational strategy category that was always used by the participating teachers (\bar{x} =4.25), while the other three categories were frequently used by the teachers. It was found that the third category, maintaining and protecting students’ motivation was ranked as the second order (\bar{x} =4.17). Generating students’ motivation was ranked as the third order, followed by encouraging positive self-evaluation as the last order. These two categories were almost equally used by the teachers (\bar{x} =4.11 and \bar{x} =4.10 respectively).

CONCLUSION

This study is beneficial for English teachers in private vocational colleges. The findings reveal the current situation of motivational strategies that the English teachers in seven private vocational colleges in Songkhla Primary Education Service Area Office 2 use in the classroom. It was found that the teachers frequently used these 24 motivational strategies in their classroom. The most frequently used strategy among 24 motivational strategies is ‘being friendly with the students’ (\bar{x} =4.49). This strategy belongs to the first category concerning creating the basic motivational conditions. On the contrary, item belongs to the last category, item 24, ‘I offer rewards to successful students in my English classroom’ was the least frequently used strategy among 24 motivational strategies (\bar{x} =3.89). Interestingly, item 20 ‘I ask my students to evaluate their own strengths as English learners’ which was found to have a slightly higher mean value than item 24 (\bar{x} =3.94) also belongs to the last category concerning encouraging positive self-valuation.

The findings of this study also clearly show the teachers’ frequency of use of the motivational strategies in each category. Overall, the motivational strategies which belong to the first category, the stage of creating the basic motivational conditions, were most frequently used by the teachers. This indicates that the English teachers in private vocational colleges most frequently used strategies to create the basic motivational

conditions in their classroom. This is very beneficial for the students. These basic motivational conditions are very important because the supportive classroom atmosphere must be created before further attempts to motivate students to learn English (Dörnyei, 2001b). On the other hand, the motivational strategies which belong to the last category, encouraging positive self-evaluation, were least frequently used by the teachers. This indicates that the English teachers in private vocational colleges least used motivational strategies to encourage students' positive self-evaluation.

SUGGESTIONS

This study suggests that the teachers should use more motivational strategies to encourage the students' positive self-evaluation which is the last stage of motivating students to learn English. After the teachers create the basic motivational conditions, generate students' motivation, maintain and protect students' motivation, they must encourage the students to evaluate their own achievement, their learning progress, as well as their failure in the positive ways (Dörnyei, 2001b).

Although this study reveals that the teachers frequently use the 24 motivational strategies in their classroom, it is necessary to find out whether the strategies that were employed in their classroom can actually motivate the students to learn English. Therefore, further research concerning the relationship between teachers' motivational strategies and students' motivation is needed, and the present study provides a basis for an investigation of the strategies that can motivate students to learn English in the most powerful way.

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Paper 2

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Students' Preference for Teachers' Motivational Strategies and their Perception of their Own Motivation toward Learning English: A Case of Private Vocational Colleges

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Abstract

This study aimed to investigate students' preference for teachers' motivational strategies, their perception of their own motivation toward learning English in relation to teachers' motivational strategies, and the correlation between these two variables. The participants consisted of 320 first year vocational certificate students in the 7 private vocational colleges. A questionnaire and semi-structured interview were employed in data collection. The 24 motivational strategy items were categorized into four main categories based on Dörnyei's (2001b) framework. Descriptive statistics and Pearson's correlation coefficient were used to analyze the data. The findings indicated that 22 teachers' motivational strategies were preferred at the "greatly preferred" level, whereas only two strategies were preferred at the "preferred" level. It was found that all 24 motivational strategies could motivate students to learn English. The students most preferred motivational strategies under the third category, maintaining and protecting students' motivation. They also agreed that the motivational strategies under the third category could motivate them to learn the most. On the other hand, the strategies under the fourth category, encouraging positive self-evaluation, were least preferred and they least motivated the students to learn English. Interestingly, it was found that all preferred strategies could motivate the students to learn English.

Keywords: students' preference, students' perception, teachers' motivational strategies, second language learning motivation, vocational colleges

Introduction

Motivation has been accepted as one of the main factors influencing students' success in acquiring a second language (Dörnyei, 1998, 2001a; Oxford and Shearin, 1994; Scarcella and Oxford, 1992). Dörnyei (2000) conceptualized the term of motivation in the psychological study as three steps of human behavior. The first step is the choice that people choose to be their goals. Then, how long they attempt to do the particular actions, and the last step is their attempt to complete their goals. In relation to education, motivation is the combination of four components: a learning objective, a need to complete the objective, personal opinion towards learning the new language, and effort to achieve the particular goal (Gardner, 1985). Motivation is usually used to explain the success or failure of language students. It can be assumed that students with proper motivation can be easily successful (Brown, 2000). This is because motivation provides driving force to learn language in the initial stage that will stimulate students to keep learning until they can achieve their learning goals (Dörnyei, 1998).

As motivation plays an important role in second language acquisition, researchers have tried to find the effective teaching strategies that can promote students' motivation toward learning the second language. In a recent review, Alrabia (2014) conducted a research to examine teachers' motivational practices in English classes and students' perceptions of their motivation toward language learning. The result indicated that motivational practices of the teachers matched the students' perception of motivation in English classes suggesting that students' motivation was relevant to the teachers' practices in motivating the students to learn English, and those strategies had positive effects on the students' motivation. This finding was consistent with the result of previous studies (Bernaus, Wilson, and Gardner, 2009; Dörnyei, 2001; Guilloteaux and Dörnyei, 2008; Papi and Abdollahzadeh, 2011; Trang and Baldauf, 2007) indicating that teachers' practices had some relationship with students' motivation.

For this reason, the research on teachers' motivational strategies and students' motivation is needed. In Thai context, Cho and Teo (2013) conducted a study to investigate the use of motivational strategies of the teachers, the students' preference for the teachers' strategies, and whether there was a difference between these two variables. The finding of this study revealed a significant difference between the teachers' motivational strategies and the students' preference. The researchers suggested that teachers should employ motivational strategies which lined up with the preference of the students. However, a significant limitation of Cho and Teo's study was that it was more concerned with the difference between these two variables, but the result was inconclusive whether the matching use of teachers' motivational strategies and the students' preference could actually promote students' motivation toward learning English. Additional research is needed to determine the correlation between students' preference for motivational strategies and students' motivation in order to find the dynamic of these two variables which can provide the teachers with the guideline for enhancing students' motivation.

Accordingly, the present study aimed to investigate students' preferences for teachers' motivational strategies, their perceptions of their own motivation in relation to teachers' motivational strategies, and the correlation between these two variables. The majority of research on second language learning motivation in Thai context has focused on students in the regular program, school or university context (Cho and Teo, 2013; Kitjaroonchai, 2012; Abidin, Mohammadi, Wongchana, & Yee, 2012). In the AEC, strong demands for vocational expertise have risen dramatically. However, it was found that English proficiency of vocational certificate students is very low (The Office of Vocational Education Commission, 2008). Boonrangsri (2004) found that vocational students had low English proficiency in all four skills: listening, speaking, reading, and writing, because they did not realize the importance of English and they also lacked motivation toward learning English.

Mr. Chaiprug Sereerak, the Secretary-General of the Office of the Vocational Education Commission, said that apart from vocational knowledge, language proficiency is required. Vocational students' English proficiency must be improved in order to increase their job opportunities in the AEC labor market (Buranasomphop, 2015). Therefore, to cope with the strong demands for vocational expertise in the AEC labor market, the present study was conducted with vocational certificate students who need a rapid solution to their lack of motivation.

Mastan and Teo (in press) investigated the use of motivational strategies of the English teachers in vocational colleges and found that the teachers frequently used 24 motivational strategies in their classroom. Therefore, this study aimed to investigate the first year vocational certificate students' preference for those 24 motivational strategies which were used by their teachers, their perception of their own motivation in relation to teachers' motivational strategies, and the correlation between these two variables. The 24 motivational strategies were categorized into four main categories, namely creating motivational conditions, promoting learners' motivation, maintaining and protecting learners' motivation, and encouraging positive self-evaluation (Dörnyei, 2001b). Results of the present study can provide teachers with knowledge and guidance for enhancing the first year vocational certificate students' language learning motivation and preparing them for the strong demands of the labor market in the AEC from the start of their vocational study. This study also filled the gap in the context of vocational level in which little study has been done.

Research questions

This study addresses the following research questions:

1. What teachers' motivational strategies are preferred by students in vocational colleges?
2. What is vocational students' perception of their own motivation toward learning English?
3. Is there correlation between students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English in vocational colleges?

Research methodology

Participants

The participants of this study consisted of the first year students in the 7 private vocational colleges in Songkhla Primary Education Service Area Office 2. The total number of the first year students in these 7 vocational colleges was 1,893. Based on Krejcie and Morgan's (1970) sampling technique, the participants of this study were 320 first year vocational certificate students (104 males and 216 females) who were randomly selected with a balanced proportion of the number of first year students in each college. The number of student participants in each college is illustrated below.

Table 1: Participants of the study

| College | Total number of first year students | Number of student participants |
|--------------|-------------------------------------|--------------------------------|
| 1. | 104 | 18 |
| 2. | 347 | 59 |
| 3. | 65 | 11 |
| 4. | 122 | 21 |
| 5. | 445 | 75 |
| 6. | 567 | 95 |
| 7. | 243 | 41 |
| Total | 1,893 | 320 |

Student participants' age ranged from 15 to 22. All of them enrolled in 2000-1201 Real Life English 1, a required course for the first year vocational certificate students.

Regarding the semi-structured interview, 18 student participants (5%) were selected based on convenience and accessibility. On the day of gathering data by the questionnaire, all of the student participants were asked for their voluntary participation in the interview.

Instruments

To obtain the data, a five-point Likert scale questionnaire and semi-structured interview questions were used as the instruments of this study.

Questionnaire

The questionnaire was employed to measure students' preference for the motivational strategies used by their English teacher and their perception of their own motivation toward learning English in relation to teachers' motivational strategies. 19 of 24 questionnaire items were constructed by the researcher, while the rest five items were selected and adapted from Dörnyei's (2001b) sample questionnaire items.

The first section of the questionnaire included four questions eliciting the participants' general information. The second contained 24 five-point Likert scale items to examine the students' preferences for their teachers' motivational strategies (5=Most preferred, 4=Greatly preferred, 3= Preferred, 2=Slightly preferred, 1=Least preferred). The third comprised 24 five-point Likert scale items concerning the students' perceptions of their own motivation in relation to teachers' motivational strategies (5=Strongly agree, 4=Agree, 3=Uncertain, 2=Disagree, 1=Strongly disagree).

The 24 questionnaire items in the second and third section were categorized into four categories based on Dörnyei's (2001b) framework. Items 1-6 belong to the first category, creating the basic motivational conditions; items 7-12 belong to the second, generating students' motivation; items 13-18 belong to the third, maintaining and protecting the students' motivation; and items 19-24 belong to the fourth, encouraging positive self-evaluation.

The questionnaire was checked for content validity by three experts in this field, and piloted for reliability with 40 first year vocational certificate students in a private vocational college in Songkhla. The total Cronbach's Alpha coefficients were 0.95 and 0.92 for students' preference and students' perception respectively. This indicated that the items in the questionnaire were highly reliable.

Interview

Semi-structured interviews were carried out to elicit more useful information about the students' preference for the teachers' motivational strategies and their perception of their own motivation toward learning English in relation to teachers' motivational strategies. Seven questions concerning the discovered findings from the questionnaire were asked in Thai in order to make the participants feel free and comfortable to express themselves. This information could be used to discuss and support the findings from the questionnaire. This helped the researcher to better understand the students' preference for the teachers' motivational strategies and their perception of their own motivation toward learning English in relation to teachers' motivational strategies.

Data collection

Data were collected in November and December, the second semester of Thailand's academic year 2015. The researcher visited 7 private vocational colleges in Songkhla Primary Education Service Area Office 2, briefly informed the students of the objective of the study, and assured that the information and responses were anonymous.

18 participating students (5%) volunteered to participate in the interviews. The students were asked seven questions. Each interview took about 15 minutes. Note taking and tape recording were conducted during the interviews.

Data analysis

For data from the questionnaire, descriptive statistics, namely mean scores and standard deviation, were used to analyze the students' degree of preference for the teachers' motivational strategies and the level of the students' perception of their own motivation toward learning English in relation to the teachers' motivational strategies. The criteria for the interpretation of the mean values are illustrated in Table 2.

Table 2: Criteria for the interpretation of the mean value of the students' preference for teachers' motivational strategies and the students' perception of their own motivation toward learning English

| Mean value | Level of preference | Level of perception |
|------------|---------------------|---------------------|
| 4.21-5.00 | Most preferred | Strongly agree |
| 3.41-4.20 | Greatly preferred | Agree |
| 2.61-3.40 | Preferred | Uncertain |
| 1.81-2.60 | Slightly preferred | Disagree |
| 1.00-1.80 | Least preferred | Strongly disagree |

Pearson's correlation coefficient was used to analyze the relationship between students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English. To interpret the correlation coefficient, this study adopted Hinkel et al.'s "Rule of Thumb for Interpreting the Size of a Correlation Coefficient" (2003).

Table 3: Rule of Thumb for Interpreting the Size of a Correlation Coefficient (Hinkel et al., 2003)

| Size of correlation | Interpretation |
|------------------------------|--|
| .90 to 1.00 or -.90 to -1.00 | Very strong positive/negative relationship |
| .70 to .90 or -.70 to -.90 | Strong positive/negative relationship |
| .50 to .70 or -.50 to -.70 | Moderate positive/negative relationship |
| .30 to .50 or -.30 to -.50 | Weak positive/negative relationship |
| .00 to .30 or .00 to -.30 | Little if any relationship |

For qualitative data, the tape-recorded interviews were transcribed for contents, analyzed, and summarized.

Findings

This section reports findings on the students' preference for the teachers' motivational strategies, their perception of their own motivation toward learning English in

relation to the teachers' motivational strategies and whether there was correlation between these two variables.

The students' preference for teachers' motivational strategies

It was found that the average preference level for 24 teachers' motivational strategies was in the range of "greatly preferred" ($\bar{x} = 3.63$) meaning that the students in general greatly preferred these 24 teachers' motivational strategies. Table 4 summarizes the mean values of the students' preference for the 24 teachers' motivational strategies.

Table 4: Students' preference for teachers' motivational strategies

| No. | Teachers' motivational strategy | \bar{x} | S.D. | Level of preference |
|---|--|-----------|------|---------------------|
| My English teachers create the motivational conditions by... | | | | |
| 1 | creating a pleasant and relaxed classroom atmosphere. | 3.73 | 1.00 | Greatly preferred |
| 2 | accepting my mistakes as a part of learning process. | 3.61 | 0.86 | |
| 3 | being friendly with me. | 3.93 | 1.03 | |
| 4 | paying attention to me. | 3.69 | 0.97 | |
| 5 | understanding my learning problems. | 3.53 | 0.99 | |
| 6 | providing ice-breaking activities at the beginning of the course. | 3.45 | 1.13 | |
| My English teachers generate my motivation by ... | | | | |
| 7 | sharing their own experiences of learning the English language to students. | 3.62 | 1.12 | Greatly preferred |
| 8 | reminding me about the importance of English. | 3.55 | 1.03 | |
| 9 | encouraging me to set the goals of learning English. | 3.62 | 1.06 | |
| 10 | encouraging me to learn English in my free time via the Internet, music, and movies. | 3.73 | 1.16 | Greatly preferred |
| 11 | using interesting teaching materials such as videos and games. | 3.76 | 1.13 | |
| 12 | assigning the tasks that are not too easy or difficult for me. | 3.58 | 1.12 | |

| No. | Teachers' motivational strategy | \bar{x} | S.D. | Level of preference | |
|--|--|-------------|-------------|--------------------------|-----------|
| My English teachers maintain and protect my motivation by... | | | | | |
| 13 | starting an English class with interesting activities. | 3.68 | 1.08 | Greatly preferred | |
| 14 | providing new activities for me. | 3.65 | 1.07 | | |
| 15 | promoting my self- confidence in learning English. | 3.61 | 1.12 | | |
| 16 | avoiding making comparison between me and my friends. | 3.76 | 1.10 | | |
| 17 | avoiding threatening me in the classroom by having unexpected quizzes. | 3.65 | 1.23 | | |
| 18 | raising my awareness of the importance of self-motivation. | 3.62 | 1.04 | | |
| My English teachers encourage my positive self-evaluation by... | | | | | |
| 19 | asking me to explain what I have learnt in each lesson. | 3.39 | 1.11 | | Preferred |
| 20 | asking me to evaluate my own strengths as an English learner | 3.39 | 1.12 | | |
| 21 | providing motivational feedback. | 3.53 | 1.04 | | |
| 22 | complimenting students on their active participation in the classroom. | 3.67 | 1.08 | Greatly preferred | |
| 23 | recognizing my effort. | 3.67 | 1.09 | | |
| 24 | offering rewards to successful students in the English classroom. | 3.62 | 1.20 | | |
| Average | | 3.63 | 0.76 | Greatly preferred | |

As Table 4 shows, 22 teachers' motivational strategies were preferred at the preference level of "greatly preferred", while the rest two items obtained a different degree of preference. That is, these two items were rated at the preference level of "preferred". The three items with the highest mean value were item 3 "My English teachers create the motivational conditions by being friendly with me." (\bar{x} =3.93), item 11 "My English teachers generate my motivation by using interesting teaching materials such as videos and games." (\bar{x}

=3.76), and item 16 “My English teachers maintain and protect my motivation by avoiding making comparison between me and my friends.” (\bar{x} =3.76). These three items belong to the first, second, and third category respectively. Regarding the highest mean value item concerning the friendly behaviors of the teachers, the students explained during the interview that the friendliness of the teachers made them feel relaxed while they were learning English. They felt free to ask for more explanations when they did not understand lessons. Overall, they preferred to learn English with the teachers who displayed friendly behaviors.

On the other hand, the three items with the lowest mean value were item 19 “My English teachers encourage my positive self-evaluation by asking me to explain what I have learnt in each lesson.” (\bar{x} =3.39), item 20 “My English teachers encourage my positive self-evaluation by asking me to evaluate my own strengths as an English learner.” (\bar{x} =3.39), and item 6 “My English teachers create the motivational conditions by providing ice-breaking activities at the beginning of the course.” (\bar{x} =3.45). Regarding the items with the lowest mean value, items 19 and 20, the students stated that it would be better if the teachers asked them to do exercises or assignments for assessing their understanding. This is because sometime it was hard for them to explain what they have learnt in each lesson. The students also stated that they did not know how to evaluate their own strengths as an English learner; therefore, they did not prefer this strategy.

Table 5: Students’ preference for teachers’ motivational strategies based on categories

| Motivational strategy category | N | Minimum | Maximum | Mean | Level of preference |
|---|---|---------|---------|------|---------------------|
| Maintaining and protecting students’ motivation | 6 | 3.61 | 3.76 | 3.66 | Greatly preferred |
| Creating the basic motivational conditions | 6 | 3.45 | 3.93 | 3.65 | |
| Generating students’ motivation | 6 | 3.55 | 3.76 | 3.64 | Greatly preferred |
| Encouraging positive self-evaluation | 6 | 3.39 | 3.67 | 3.54 | |

| Motivational strategy category | N | Minimum | Maximum | Mean | Level of preference |
|--------------------------------|----|---------|---------|------|---------------------|
| Total | 24 | 3.39 | 3.93 | 3.63 | Greatly preferred |

Table 5 shows that the mean values of the students' preference for motivational strategies under all four categories fell in the range of "greatly preferred". The category with the highest mean value was the third category, maintaining and protecting students' motivation ($\bar{x}=3.66$), followed by creating the basic motivational conditions ($\bar{x}=3.65$), generating students' motivation ($\bar{x}=3.64$), and encouraging positive self-evaluation ($\bar{x}=3.54$) respectively. However, the mean value of each category was just slightly different meaning that the students' degree of preference for motivational strategies in each category was almost equal.

The students' perception of their own motivation toward learning English

On the whole, Table 6 shows that the average students' perception of their own motivation toward learning English in relation to teachers' motivational strategies was in the range of "agree" ($\bar{x}=3.94$) level. This indicates that participating students agreed that all 24 teachers' motivational strategies can motivate them to learn English. Table 6 summarizes the mean values of the students' perception of their own motivation toward learning English in relation to teachers' motivational strategies.

Table 6: Students' perception of their own motivation toward learning English

| No. | Teachers' motivational strategy | \bar{x} | S.D. | Level of perception |
|---|---|-----------|------|---------------------|
| The following conditions motivate me to learn English. | | | | |
| 1 | My English teachers create a pleasant and relaxed classroom atmosphere. | 4.05 | 0.91 | Agree |
| 2 | My English teachers accept my mistakes as a part of learning process. | 3.80 | 0.92 | |
| 3 | The friendliness of my teachers | 4.08 | 0.98 | |

| No. | Teachers' motivational strategy | \bar{x} | S.D. | Level of perception |
|-----|---|-----------|------|---------------------|
| 4 | The attention of my teachers | 3.95 | 0.98 | Agree |
| 5 | Teachers' understanding of my learning problems | 3.83 | 1.04 | |
| 6 | Teachers' use of ice-breaking activities at the beginning of the course | 3.68 | 1.11 | |

I get motivated to learn English when my English teachers...

| | | | | |
|----|--|------|------|-------|
| 7 | share their own experiences of learning the English language in the classroom. | 3.89 | 1.01 | Agree |
| 8 | remind me about the importance of English. | 3.88 | 0.94 | |
| 9 | encourage me to set my own goals of learning English. | 3.96 | 0.94 | |
| 10 | encourage me to learn English in my free time via the Internet, music, and movies. | 4.04 | 0.94 | |
| 11 | use interesting teaching materials such as videos and games. | 4.04 | 0.99 | |
| 12 | assign the tasks that are not too easy or difficult for me. | 4.09 | 0.92 | |

My motivation to learn English is maintained and protected when my English teachers...

| | | | | |
|----|--|------|------|-------|
| 13 | start an English class with interesting activities. | 4.11 | 0.89 | Agree |
| 14 | provide me with new activities. | 4.06 | 0.91 | |
| 15 | promote my self- confidence in learning English. | 4.02 | 0.97 | |
| 16 | avoid making comparison between me and my friends. | 4.07 | 0.98 | |
| 17 | avoid threatening me in the classroom by having unexpected quizzes. | 4.05 | 0.99 | |
| 18 | raise my awareness of the importance of self-motivation toward learning English. | 3.92 | 0.99 | |

I have positive self-evaluation and I am motivated to learn English when my English teachers...

| No. | Teachers' motivational strategy | \bar{x} | S.D. | Level of perception |
|----------------|---|-------------|-------------|---------------------|
| 19 | ask me to explain what I have learnt in each lesson. | 3.73 | 1.09 | Agree |
| 20 | ask me to evaluate my own strengths as an English learner. | 3.75 | 1.01 | |
| 21 | provide motivational feedback. | 3.87 | 0.94 | |
| 22 | compliment students on their active participation in the classroom. | 3.96 | 0.95 | |
| 23 | recognize my effort. | 4.04 | 0.99 | |
| 24 | offer rewards to successful students in the English classroom. | 3.91 | 1.08 | |
| Average | | 3.94 | 0.70 | |

Table 6 shows that the mean values of the 24 items fell in the range of “agree” (\bar{x} =3.94). The three items with the highest mean value were item 13 “My motivation to learn English is maintained and protected when my English teachers start an English class with interesting activities.” (\bar{x} =4.11), item 12 “I get motivated to learn English when my English teachers assign the tasks that are not too easy or difficult for me.” (\bar{x} =4.09), and item 3 “The friendliness of my teachers” (\bar{x} =4.08). These three items belong to the third, second, and first category respectively.

On the contrary, the three items with the lowest mean value were item 6 “Teachers’ use of ice-breaking activities at the beginning of the course.” (\bar{x} =3.68), item 19 “I have positive self-evaluation and I am motivated to learn English when my English teachers ask me to explain what I have learnt in each lesson.” (\bar{x} =3.73), and item 20 “I have positive self-evaluation and I am motivated to learn English when my English teachers ask me to evaluate my own strengths as an English learner.” (\bar{x} =3.75). However, students’ level of perception of their own motivation toward learning English in relation to the three items with the lowest mean value fell in the range of “agree”.

Interestingly, the items with the highest and lowest mean value concern the teachers' use of activities in the classroom. Based on the interview, the students explained that the teachers' use of activities in the classroom could motivate them to learn English. This is because the interesting activities at the beginning of the class made the ordinary class more interesting. These activities could draw their attention. However, the students added that the activities should relate to the lessons that they were going to study. When the activities did not relate to the lessons, it was hard for them to switch their concentration to the lessons after doing activities. The students explained that most ice-breaking activities did not relate to English lessons; therefore, they felt lazy to start learning the new lessons after finishing ice-breaking activities. This finding from the interview probably explains why the mean value of the item 6 was lower than that of item 13 which also concerns the teachers' use of activities in the classroom.

Table 7: Students' perception of their own motivation toward learning English based on categories of teachers' motivational strategies

| Motivational strategy category | N | Minimum | Maximum | Mean | Level of perception |
|---|-----------|-------------|-------------|-------------|---------------------|
| Maintaining and protecting students' motivation | 6 | 3.92 | 4.11 | 4.04 | Agree |
| Generating students' motivation | 6 | 3.88 | 4.09 | 3.98 | |
| Creating the basic motivational conditions | 6 | 3.68 | 4.08 | 3.89 | |
| Encouraging positive self-evaluation | 6 | 3.73 | 4.04 | 3.87 | |
| Total | 24 | 3.68 | 4.11 | 3.94 | Agree |

Table 7 shows that the students' perception of their own motivation toward learning English in relation to teachers' motivational strategies under all four categories fell in the range of "agree". The category with the highest mean value was the third category, maintaining and protecting students' motivation (\bar{x} =4.04), followed by generating students'

motivation ($\bar{x} = 3.98$), creating the basic motivational conditions ($\bar{x} = 3.89$), and encouraging positive self-evaluation ($\bar{x} = 3.87$) respectively.

Correlation between the students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English

As Table 8 shows, the students' preference for all 24 teachers' motivational strategies significantly correlated with students' perception of their own motivation at the level of 0.01. Table 8 summarizes the correlation coefficients (r) of the correlation between these two variables by items.

Table 8: Correlation between the students' preference for teachers' motivational strategies and the students' perception of their own motivation toward learning English

| No. | Teachers' motivational strategy | R | Correlation level |
|-----|--|-------|--------------------------------|
| 1 | creating a pleasant and relaxed classroom atmosphere. | .48** | Weak positive relationship |
| 2 | accepting my mistakes as a part of learning process. | .42** | |
| 3 | being friendly with me. | .47** | |
| 4 | paying attention to me. | .45** | |
| 5 | understanding my learning problems. | .45** | |
| 6 | providing ice-breaking activities at the beginning of the course. | .53** | Moderate positive relationship |
| 7 | sharing their own experiences of learning the English language to students. | .52** | |
| 8 | reminding me about the importance of English. | .50** | |
| 9 | encouraging me to set the goals of learning English. | .46** | |
| 10 | encouraging me to learn English in my free time via the Internet, music, and movies. | .39** | Weak positive relationship |
| 11 | using interesting teaching materials such as videos and games. | .38** | Moderate positive relationship |
| 12 | assigning the tasks that are not too easy or difficult for me. | .52** | |
| 13 | starting an English class with interesting activities. | .49** | |
| 14 | providing new activities for me. | .45** | |

| No. | Teachers' motivational strategy | R | Correlation level |
|-----|--|-------|--------------------------------|
| 15 | promoting my self- confidence in learning English. | .41** | Weak positive relationship |
| 16 | avoiding making comparison between me and my friends. | .49** | |
| 17 | avoiding threatening me in the classroom by having unexpected quizzes. | .50** | Moderate positive relationship |
| 18 | raising my awareness of the importance of self-motivation. | .48** | Weak positive relationship |
| 19 | asking me to explain what I have learnt in each lesson. | .53** | Moderate positive relationship |
| 20 | asking me to evaluate my own strengths as an English learner. | .50** | |
| 21 | providing motivational feedback. | .47** | Weak positive relationship |
| 22 | complimenting students on their active participation in the classroom. | .41** | |
| 23 | recognizing my effort. | .54** | Moderate positive relationship |
| 24 | offering rewards to successful students in the English classroom. | .58** | |

Note. **Correlation is significant at the 0.01 level.

As shown in Table 8, the correlation between the students' preference for teachers' motivational strategies and the students' perception of their own motivation toward learning English in relation to teachers' motivational strategies ranged from 0.38 to 0.58 and they were significant at the 0.01 level. This indicates that the correlations between these variables ranged from the correlation level of "weak positive relationship" to that of "moderate positive relationship". It was found that there were weak positive relationships for 15 items, while the rest 9 items were found to have moderate positive relationship.

It should be pointed out that 3 of 9 items with moderate positive relationship (items 6, 19, and 20) were the items with the lowest mean value for both the students' level of preference for teachers' motivational strategies and the students' perception of their own motivation toward learning English in relation to teachers' motivational strategies. This indicates that the teachers' motivational strategies which were least preferred by the students

least motivated them to learn English. These findings were confirmed by the correlation coefficients of these three items which show that the students' preference for these three motivational strategies had significant moderate positive relationship with their perception of their own motivation toward learning English in relation to these three strategies.

Discussion and conclusion

This section discusses the vocational certificate students' preference for the teachers' motivational strategies, their perception of their own motivation toward learning English in relation to teachers' motivational strategies and the correlation between these two variables.

Regarding the students' preference for the teachers' motivational strategies, overall, 22 motivational strategies were preferred at the "greatly preferred" level, whereas only two strategies were preferred at the "preferred" level. These two preferred strategies belong to the fourth category, encouraging positive self-evaluation, which was relatively least preferred by the students as shown in Table 5. The results from the interview show that these two items were not preferred by the students because they thought that self-evaluation was not easy for them. Probably self-evaluation is a high level skill; therefore, the students could not do it by themselves without the teachers' guidance or self-evaluation tools. While two of the strategies under the fourth category placed a demand on the students, all strategies under the other three categories, creating motivational conditions, promoting students' motivation, and maintaining and protecting students' motivation, were performed by the teachers. Therefore, it was not hard for them to follow those strategies that the teachers used in the classroom. This might explain why teachers' motivational strategies under the fourth category was least preferred by the students. However, it should be noted that the mean value of each category of teachers' motivational strategies was just slightly different meaning that the students' degree of preference for the teachers' motivational strategies in each category was almost equal.

The findings obtained from the questionnaire and the interview confirmed that the most preferred motivational strategy of the first year vocational certificate students was the

friendliness of the English teachers. This finding confirms the research result of Gorham and Christophel (1992) that a very motivating teacher behavior was friendly attitude of the teachers.

In regard to students' perception of their own motivation toward learning English in relation to teachers' motivational strategies, the students agreed that the teachers' use of all the 24 motivational strategies could motivate them to learn English. The participating students most agreed that they felt motivated if the class was started with interesting activities. This strategy belongs to the third category, maintaining and protecting students' motivation, which was clearly shown in Table 7 as the most motivating category. Interestingly, Table 5 shows that strategies under this category were most preferred by the students indicating that the strategies under the third category were most preferred and most motivate the students to learn English.

For the most motivating strategy, the interview with the students showed that interesting activities could attract their attention and motivate them to learn English. According to Dörnyei (1994), teachers must increase attractiveness of the lessons by employing interesting and attractive teaching activities to enhance students' learning motivation.

Interestingly, it was found that the three items with the lowest mean value (items 6, 19, and 20) of the students' perception of their own motivation toward learning English in relation to teachers' motivational strategies completely match the three items with the lowest mean value (items 6, 19, and 20) of the students' preference for teachers' motivational strategies. These three strategies were also found to have significant moderate positive relationship. This findings confirm that the first year vocational certificate students least preferred these three strategies and they also least motivated the students to learn English. On the other hand, only one of the three items with the highest mean value (item 3) of the students' perception of their own motivation toward learning English matches that of the

students' preference for teachers' motivational strategies. This might be because the students varied in their preferred strategies which, in turn, affects their perception of their own motivation toward learning English. Therefore, only one matching item was found among the three items with the highest mean value.

Regarding the correlation between the students' preference for teachers' motivational strategies and their perception of their own motivation toward learning English in relation to teachers' motivational strategies, although, on the whole the correlation between these two variables was not very strong, the students' preference for all 24 teachers' motivational strategies significantly correlated with the students' perception of their own motivation toward learning English. These findings were supported by the interview results which show that all teachers' motivational strategies that were preferred by the students could motivate them to learn English. The students added that the teachers' use of more preferred strategies affects their strong desire to learn in that particular class. This particular finding can fill the gap of the inconclusive finding of previous study by Cho and Teo (2013) because the correlation was found between the students' preference for teachers' motivational strategies and the students' perception of their own motivation toward learning English in relation to teachers' motivational strategies. This indicates that the teachers should employ the strategies that are preferred by the students in the classroom. All of the preferred strategies can enhance students' motivation toward learning English.

Recommendations

The results of this study suggest that the English teachers in vocational colleges should continually employ the 22 motivational strategies that were preferred by the students. Although the other two strategies, "asking students to explain what they have learnt in each lesson" and "asking students to evaluate their own strengths as an English learner", were preferred at the "preferred" level, it does not mean that the teachers should not employ these strategies in the English classroom. These two strategies were good ways to encourage

students' positive self-evaluation, but the first year vocational certificate students may not be adequately prepared for them. Self-evaluation requires a high level skill and the students may not be ready to do it by themselves; hence, the teachers should provide the students with guidance and self-evaluation tools such as assignments, questionnaires, and check lists for self-evaluation. In addition, the teachers should find new strategies to encourage students' positive self-evaluation. This is because it was found that the strategies under this category were least preferred and they least motivated the students to learn English.

Moreover, the results of the study suggested that the teachers should employ the activities that serve purposes of English lessons. This is because it was found that the activities related to the lessons were preferred and they could motivate the students to learn English.

This research is a self-report study. The participants had to recall their levels of preference for teachers' motivational strategies and their perception of their own motivation toward learning English in relation to those strategies in order to complete the questionnaire and give more detailed information during the interviews. To directly examine cause and effect relationship between the students' preference for teachers' motivational strategies and their motivation toward learning English, a different research design is required. Further studies could employ interventions which can explore direct effects of teachers' motivational strategies and students' preference for teachers' motivational strategies on students' motivation toward learning English.

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