



Universidad de Cuenca

Facultad de Filosofía, Letras y Ciencia de la Educación

Pedagogía de los Idiomas Nacionales y Extranjeros

Techniques to Motivate EFL Learners in the Language Classroom at Different Educational Levels in Cuenca

Trabajo de titulación previo a la
obtención del título de Licenciada
en Pedagogía de los Idiomas
Nacionales y Extranjeros

Autor:

Vanessa Nicole Angamarca Coronel
Lorena Estefania Garnica Torres

Director:

Gerardo Esteban Heras Urgilés
ORCID:  0000-0001-7330-3721

Cuenca, Ecuador

2024-09-04

Resumen

La motivación es un factor importante para el éxito en el aprendizaje de lenguas extranjeras. Esta investigación descriptiva se centra en explorar las técnicas de motivación utilizadas en el aula de inglés como idioma extranjero en diferentes niveles educativos en Cuenca, Ecuador. Los participantes seleccionados fueron 4 profesores de inglés de diferentes niveles educativos. Se realizaron observaciones y entrevistas para recopilar datos para esta investigación de método mixto. Se observaron las clases de los cuatro profesores durante dos semanas. Después, los profesores participaron en una entrevista. Los resultados demostraron que una serie de técnicas de motivación empleadas por los profesores en el aula se aplican con más frecuencia que otras. Entre estas técnicas se encuentran: utilizar la tecnología, crear un ambiente agradable en el aula, dar instrucciones en voz alta y clara, y fomentar la participación de los alumnos. Además, este estudio proporcionó información valiosa sobre la importancia de las técnicas de motivación en la enseñanza del inglés como lengua extranjera y otros detalles que influyen en la frecuencia del uso de dichas técnicas.

Palabras clave del autor: técnicas de motivación, niveles educativos, aprendizaje del idioma, lengua extranjera



El contenido de esta obra corresponde al derecho de expresión de los autores y no compromete el pensamiento institucional de la Universidad de Cuenca ni desata su responsabilidad frente a terceros. Los autores asumen la responsabilidad por la propiedad intelectual y los derechos de autor.

Repositorio Institucional: <https://dspace.ucuenca.edu.ec/>

Abstract

Motivation is an important factor for success in foreign language learning. This descriptive research focuses on exploring the motivational techniques used in the English as a foreign language (EFL) classroom at different educational levels in Cuenca, Ecuador. The selected participants were 4 English teachers from different educational levels. Observations and interviews were conducted to collect data for this mixed-method research. The four teachers' classes were observed for two weeks. Afterward, the teachers participated in an interview. The results demonstrated that a number of motivational techniques employed by the teachers in the classroom are applied more often than others. Among these techniques, we have: using technology, creating a pleasant classroom environment, giving instructions in a clear and loud voice, and encouraging student participation. Additionally, this study provided valuable information about the importance of motivational techniques in teaching English as a foreign language and other details that influence the frequency of the use of such techniques.

Author keywords: motivational techniques, educational levels, language learning, foreign language



The content of this work corresponds to the right of expression of the authors and does not compromise the institutional thinking of the University of Cuenca, nor does it release its responsibility before third parties. The authors assume responsibility for the intellectual property and copyrights.

Institutional Repository: <https://dspace.ucuenca.edu.ec/>

Table of contents

Resumen	2
Abstract.....	3
Table of Content.....	4
Acknowledgment	7
Dedication	8
Introduction	9
CHAPTER 1.....	10
Description of the research	10
Background	10
Problem statement	11
Rationale.....	12
Research Questions:	12
Objectives.....	12
General:	12
Specific:	12
CHAPTER 2.....	13
Theoretical Framework and Literature Review	13
Theoretical Framework.....	13
Motivation	13
Motivational Techniques.....	14
Educational Levels	14
Literature Review	15
The Role of Motivation in Learning English as a Foreign Language.....	15
The Role of the Teacher in Motivating EFL Students	16
Techniques Used to Motivate Students in an EFL Classroom	17
CHAPTER 3.....	19
Methodology.....	19
Research Approach and Design	19
Participants and Context	19
Data Collection and Instruments	19
CHAPTER 4.....	21
Results and Discussion	21
Results of Observations	21

Results of Interviews	28
Motivational Techniques in the EFL Classroom	28
Most Frequently Used Motivational Techniques	29
Least Frequently Used Motivational Techniques	30
Considerations that Influence the Implementation of Motivational Techniques	31
Discussion	33
CHAPTER 5.....	35
Conclusions and Recommendations	35
Conclusions	35
Recommendations	35
REFERENCES.....	37
ANNEXES	43

List of figures

Figure 1	21
Motivational Techniques Used by Teacher 1	21
Figure 2	23
Motivational Techniques Used by Teacher 2	23
Figure 3	25
Motivational Techniques Used by Teacher 3	25
Figure 4	26
Motivational Techniques Used by Teacher 4	26

Acknowledgment

The completion of this thesis has been an important event in my academic career, and it would not have been possible without the support and encouragement of many people. First and foremost, I would like to express my gratitude to my little sister. Dayanna, your patience, understanding, and love have been fundamental throughout this difficult process. Secondly, I wish to express my most sincere gratitude to my thesis tutor, Esteban Heras, who guided us throughout this process. To my parents, thank you for your endless support, both emotional and financial. I am eternally grateful for all that you have done for me. Also, I would like to thank my thesis partner, Lorena, her dedication, support, and responsibility were indispensable in this journey. Finally, I would like to thank all of you who have indirectly contributed to this thesis. Thank you all for being part of this journey. I could not have done it without you.

Vanessa Angamarca

Acknowledgment

First, I would like to thank God who has guided and cared for me in my steps. Also, I wish to express my most sincere gratitude to Esteban Heras, the tutor of my thesis who guided me patiently throughout this entire research process. Thanks to his recommendations and warm willingness to support me, I am today achieving another goal in my life. I would also love to thank the professors who accompanied me on this academic journey to become a great professional. Likewise, I would love to thank my friends and classmates, Nicole, Melisa, and Karla. To Nicole, my thesis partner, thank you for your dedication, concern, patience, friendship, and unconditional support during the realization of this project. To Melisa and Karla, my beloved friends, thank you for loving me and being by my side in good and bad times. Finally, I sincerely thank my family, who were attentive and concerned about my well-being.

Lorena Garnica

Dedication

This thesis is dedicated to the special people in my life whose support, love, and encouragement have been my pillars in this journey. To my sister, Dayanna, whose unconditional support has always been present. Her patience, understanding, and love have been my guide. To my parents, for their unconditional support and sacrifices. Your faith in me has been of vital importance during the completion of my thesis. I will be eternally grateful for all that you have done for me. This work is a testament to your support and dedication. Thank you for being part of my journey.

Vanessa Angamarca

Dedication

I want to dedicate this important achievement wholeheartedly to my beloved parents, Ana and Manuel, who have always given their all to support me in fulfilling my dreams and goals. I am also deeply grateful to my friends, Meli and Karlita for teaching me so many things and being my valuable confidantes and support. Also, I dedicate all of this to my boyfriend, Christian, and our soon-to-arrive baby, Paris. They are my driving force and my inspiration to continue seeking more achievements. Lastly, I want to extend my sincere gratitude to my family and friends, for always being present in my life and providing me with their good faith and support. Thank you all very much.

Lorena Garnica

Introduction

As is generally known, motivation within the English as a foreign language (EFL) classroom plays a fundamental role during the learning process. As Nguyen (2022) mentioned, motivation is a determining factor in achieving success in language learning. This author pointed out that the teacher is the main source of motivation within the classroom. In this sense, Chou (2012) mentioned that it is important for teachers to look for techniques that suit their students and help them improve their performance. Therefore, this descriptive research aims to identify the different motivational techniques employed by teachers at different academic levels. For this purpose, two research questions were formulated: what techniques do EFL teachers use to motivate their students in the classroom at different educational levels? And how often are motivational techniques used in the language classroom at different educational levels?

This research work has been divided into five chapters. The first chapter presents the background, problem statement, rationale, research questions, and objectives. The second chapter contains the theoretical framework, which provides concepts and definitions of the main terms of the study. Likewise, this chapter includes the literature review which describes previous studies on the influence of motivational techniques in English language teaching. The third chapter presents the methodology, detailing the approach and design, as well as the participants and the instruments used. The fourth chapter details the analysis of the data and the results, showing which strategies were most used by the different teachers in the 4 academic levels observed, as well as their perception of certain techniques. Finally, the fifth chapter includes conclusions, recommendations for future analysis, references, and annexes.

CHAPTER 1

Description of the research

Background

Motivation is a matter of imperative nature when it comes to learning English as a foreign language (EFL) (Elashhab, 2020). According to the British Council (n.d.), motivation has been defined as the internal factors in a person that orient and enliven his/her behavior towards a specific goal. Accordingly, as Zhou stated, motivation in education refers to the will and effort that a learner puts into completing an educational activity (as cited in Alshenqeeti, 2018). Furthermore, Gardner defined motivation in language learning as the desire to learn the target language and the willingness to learn it (as cited in Khau & Thach, 2021). Therefore, it can be stated that motivation to learn plays a vital role.

Motivation in a classroom can be extrinsic or intrinsic. According to Cherry (2022), extrinsic motivation is the one whose stimulus comes from obtaining a reward, whether of a material or immaterial nature. On the other hand, Alcaraz (2018) defined intrinsic motivation as the act of doing something simply because it seems attractive and rewarding. Overall, taking into account their contrasting functionality, both types of motivation are influential in the world of teaching and learning.

It is also relevant to emphasize the importance of the teacher in the process of motivating students. As Thohir (2017) mentioned, making students feel attracted to learning and demonstrating a positive attitude towards their learning is one of the most essential commitments of the teacher. Therefore, the strategies guided to fulfill this responsibility may vary depending on the teacher or the teaching methods applied. For example, in a study carried out by Elashhab (2020), using resources focused on meeting students' needs and interests, collaborative work, and recognition of their efforts appear as some of the most used motivational strategies employed by the participants (i.e., the teachers).

The study conducted by Altun and Tahir (2020) showed that considering university students' interests in the EFL classroom made the lesson less predictable and more dynamic. Therefore, it seems imperative to select materials that are interesting to learners. Furthermore, Rahaman (2014), and Bekhta and Amine (2021), who carried out studies with third-year university EFL students and eighth-grade high school EFL students respectively, agreed that group work is an effective technique to motivate students and improve reading comprehension and writing skills. Finally, it is Firdaus (2015) who, through a study concerning rewarding students in a seventh-grade high school EFL class, indicated that group work has a positive effect on motivating students as long as the strategy is used appropriately.

Through the review of several studies, it is possible to mention that different motivational strategies in the EFL classroom may help students improve their performance and participation in class, making them feel highly involved in constructing their learning. In addition, such strategies may also help keep the class dynamic, allowing students to feel more engaged in their learning. Hence, teachers come to play a pivotal role in achieving success in the process of teaching and learning English as a foreign language when they use the right motivational strategies.

Problem statement

Researchers such as Elashhab (2020), Alrabai (2014), Altun and Tahir (2020), Abdullah et al. (2019), and Al-Sharief (2013) conducted studies regarding the motivational strategies employed in EFL classrooms. They all concluded that the strategies examined play an imperative role when it comes to boosting learners' motivation when learning English as a foreign language. However, although there are several studies on the topic in question in various locations, and under different circumstances, there is a lack of research that focuses on the motivational strategies employed within an EFL classroom in Ecuador. According to what Abdullah et al. (2019), Kakar and Pathan (2017), and Altun and Tahir (2020) indicated in their studies, motivational strategies implemented in a specific context cannot be expected to always be successful in other contexts.

Furthermore, it can be evidenced that there needs to be more studies that analyze motivational strategies comparing their use at different educational levels (i.e., elementary basic, higher basic, high school, and university). In the studies mentioned above, it can be noted that the field of research is limited to a single educational level. In the Ecuadorian context, the situation is not different as there is a scarcity of studies that compare the use of different motivational strategies with students of different ages and educational levels; for instance, in the studies carried out in Ecuador by Soto et al. (2019) and Hidalgo and Villacis (2020), the population belonged to a secondary school and university levels respectively.

Nevertheless, it is imperative to analyze learners' differences to appropriately apply different motivational strategies, as claimed by Abdullah et al. (2019) and Kakar and Pathan (2017). Based on this, it can be inferred that analyzing different academic levels is also a feature that should be considered. Therefore, the need to analyze the variations, similarities, and frequencies with which motivational strategies are used with students from different educational levels is brought to light. This research study took place in the city of Cuenca, Ecuador.

Rationale

Motivation, according to Nguyen (2022), Ulfa and Bania (2019), and Jefiza (2017) is a determining factor in achieving language learning success. Moreover, motivation and learning complement each other. Indeed, Ulfa and Bania (2019) state that “learning makes learners gain new knowledge and skills, and motivation pushes or encourages them to go through the learning process” (Ulfa & Bania, 2019, p. 164). Therefore, the use of strategies to motivate students to learn English as a foreign language is of relevant consideration as they are essential to success within the classroom (Wondim, 2020). Min and Chon (2020) defined these strategies as tactics used by teachers to boost and sustain motivation during the design and process of teaching. Furthermore, students' interest in a subject is increased and sustained by those strategies (McEown & Takeuchi, 2012). Although there are studies that mention motivational techniques, there are few that focus on the context of Cuenca. In addition, studies that deal with the topic in question employing comparison between academic levels are nonexistent. Consequently, it is imperative to carry out a descriptive study to report the different motivational techniques present at different educational levels in Cuenca and to have a clear view of how varied or frequent these strategies may be.

Research Questions:

- What techniques do EFL teachers use to motivate their students in the classroom at different educational levels?
- How often are motivational techniques used in the language classroom at different educational levels?

Objectives**General:**

- To explore the motivational techniques used in the language classroom at different educational levels in Cuenca.

Specific:

- To identify which techniques teachers use to motivate their students in the language classroom at different educational levels.
- To analyze the frequency of the motivational techniques used in the language classroom at different educational levels.

CHAPTER 2

Theoretical Framework and Literature Review

Theoretical Framework

The purpose of this section is to present the concepts of the main themes that concern the topic of motivation and the different strategies that make it possible to accommodate it within an EFL classroom. All these concepts are based on authors whose investigations have been developed and reinforced over time, so that now, through this theoretical framework, the establishment of connections among them is possible. Thus, this chapter is divided into the following categories: motivation, motivational techniques, and educational levels.

Motivation

According to Tohidi and Jabbari (2012), motivation is understood as the generator and the organizational means by which people are driven to behave in a certain way. Similarly, Gilakjani (2012) views the term in question as a driving force that inspires, incites, or stimulates action. In general, the degree to which a person strives and aspires to achieve his or her purpose usually determines the outcome. Dörnyei (2001) considers that motivation should be taken as a process that seeks to explain why people act, how long they intend to continue their actions, and how persevering they plan to be until they achieve their goals. Based on this concept, it is appropriate to consider motivation as a determining factor in language learning (Nguyen, 2019), whether the results are favorable or not.

Gardner (2000) postulates that motivation drives us to act; it enhances our interest in carrying out an activity. In an educational context, motivation is what energizes and guides the behavior of students in the classroom, allowing them to achieve the set objectives (Steinmayr et al., 2019). In this sense, it is essential to understand how learner motivation works. Midraji stated this can be beneficial to instructors and curriculum designers in creating the means to foster the most appropriate methods and techniques to achieve English language learning success (as cited in Nguyen, 2019).

The motivation present in a classroom can be classified into two types: intrinsic and extrinsic. The first consists of fulfilling at one's disposal an activity that is enjoyable, challenging, interesting or that satisfies simple curiosity (Barry & King, 1998). The second, on the other hand, refers to that motivation that comes from outside and in which students have an external reason (grades, awards, compliments, etc.) to carry out the activities the teacher proposes.

Motivational Techniques

Dörnyei (2001) points out that motivational techniques can be defined as strategies that stimulate the behavior of individuals based on their goals. Additionally, he refers to these techniques as actions that are consciously applied to obtain consistent and favorable results. Guilloteaux and Dörnyei (2008) postulate that motivational techniques are those that teachers use to boost motivation and that they are means of self-regulation that allow students to have control over their motivation. It is, therefore, reliable to state that the effective use of these strategies in the EFL classroom positively influences students' attitudes (Solak & Bayar, 2014). It is important to mention that, in this research project, *motivational techniques* and *motivational strategies* are used synonymously, following the precedent set by authors like Altun and Tahir (2020).

Educational Levels

According to what Samuel (2023) indicates, levels of education are the serial grouping of academic courses according to students' progress in educational content, whose complexity increases as the academic level advances. In short, the levels of education imply that “the more advanced the program, the higher the level of education” (Samuel, 2023, para. 4).

As far as Ecuador is concerned, the educational system is administered by the Organic Law of Intercultural Education (whose Spanish acronym is LOEI). In addition, it is important to mention that education is both public and private. The country's educational system is composed of the initial, basic, and high school levels. In addition, the higher education system and the intercultural bilingual system are also part of this system (Mechavarria, 2022).

The following, based on Mechavarria (2022), will briefly detail the previously mentioned educational levels:

First, the initial education level is made up of boys and girls whose ages range from 3 to 5 years old. The second level is Basic General Education, which consists of students between the ages of 6 and 14. It comprises 4 levels: Basic Preparatory, Elementary Basic, Middle Basic, and Higher Basic. The Unified General Baccalaureate is made up of students from 15 to 17 years of age. It comprises the last three years of high school, which allows students to pursue a technical or scientific baccalaureate. Finally, it is the student's decision whether to continue their education in the higher education system, which might imply choosing a university degree program (Ministerio de Educación, 2023).

Literature Review

According to Dörnyei (2001), motivation is one of the key issues in language learning; this author adds that EFL teachers' skills for motivating learners are crucial. This section will provide a compilation of research that has explored motivation and what it entails in the field of education. Therefore, this literature review is divided into 3 main segments: The role of motivation in learning English as a foreign language, the role of the teacher in motivating EFL students, and techniques used to motivate students in an EFL classroom.

The Role of Motivation in Learning English as a Foreign Language

Researchers such as Dehkordi and Khansir (2017), Purnama et al., (2019), and Farrah and Murad (2021) agree that motivation is an essential factor when it comes to learning English as a foreign language. Therefore, there has been research that has focused on studying this idea to promote motivation in EFL classrooms.

Dehkordi and Khansir (2017) conducted a descriptive study with 164 first-year medical students at Bushehr University of Medical Sciences in the city of Bushehr to discover the role of motivation in students' English language learning and teaching in Iran. After asking the participants to fill out a background questionnaire and a motivation test, it was found that students can use motivation as a psychological means that facilitates learning English as a foreign language.

Similarly, Farrah and Murad (2021) concurred with this idea after conducting a descriptive study with 71 EFL learners from the Department of English at Hebron University in Palestine. The researcher asked the participants to complete a 25-item questionnaire in that study. This whole process sought to inquire into the attitudes of EFL learners towards the influence of the media in motivating the learning of English as a foreign language, including the teaching techniques employed by the educators. For the latter, the study also conducted interviews with 5 teachers from the same university. In the end, it was found that intrinsic and extrinsic motivation, promoted by the strategies employed by the teacher, were deeply linked to students' learning of English as a foreign language. The authors claimed that "motivation is the secret behind every successful task" (Farrah & Murad, 2021).

Such a conclusion is similar to that obtained in the qualitative descriptive study conducted by Purnama et al., (2019), which, through a questionnaire, sought to find out about the motivation to learn English in 22 students of eighth grade at MTs Mathla'ul Anwar Sukaguna. The findings showed that the students were highly motivated to study English due to the strategies applied by the teacher. In addition, Purnama et al., (2019) highlight that, as such, motivation has a

great impact on the learning process, as it makes it possible to achieve the proposed learning objectives.

In a study conducted by Leong and Wallace (2020) with 26 sixth-grade students studying in a primary school in Macau, a 10-item open-ended questionnaire was administered to examine EFL learners' attitudes and purposes toward learning English. The findings indicated that learners had a positive view towards learning English because they were intrinsically and extrinsically motivated. In addition, learners' positive views of their teachers played an important role in their motivation to learn English. Taking this into account, the researcher postulates that motivation is a means that greatly impacts the successful learning of English as a foreign language.

The Role of the Teacher in Motivating EFL Students

As is generally known, the teacher is the most important influence for students in the EFL classroom. Therefore, the teacher also becomes an essential source of motivation. That is why authors such as Alhodiry (2016) and Tuan (2012) have reported in their studies that providing sufficient motivation to students is one of the best paths to success in teaching English. On the other hand, lack of motivation in the classroom may result in poor performance and generate negative attitudes towards the target language (Tuan, 2012).

In agreement with Alhodiry (2016) and Tuan (2012), Pahlavannejad and Nejatiyan (2013) found that the more motivated EFL students are, the better their learning development will be. Similarly, Meşe and Sevilen (2021) have pointed out that teacher motivation is one of the most important factors within the EFL classroom, as it affects students' success and performance. Ultimately, the motivation provided by the teacher seems to be a key element in achieving success in learning English as a foreign language.

However, the role played by the teacher in motivating his or her students is not only appreciated by researchers and teachers. It is the students themselves who have reported that thanks to the motivation supplied by the teacher, they feel more engaged in learning English within the EFL classroom (Meşe & Sevilen, 2021). Similarly, in the study conducted by Al-Munawwarah (2018), the students admitted that motivation played a crucial role in learning English as a foreign language.

Furthermore, it is important to include what was found in the works of Chou (2012) and McEown and Takeuchi (2012). In both studies, the authors found that teachers are responsible for seeking and putting into practice different strategies that help their students increase their motivation in the classroom. As can be deduced from the above, the strategies employed by

the teacher must be taken into account. In the following section, these will be discussed in more depth.

Techniques Used to Motivate Students in an EFL Classroom

To make learning English as a foreign language a success, researchers such as Elashhab (2020) advocate using motivational strategies in the classroom. However, it is important to consider that motivational strategies may vary for each academic level. In other words, a motivational technique might not motivate students if it is inappropriate for their academic level.

Following the previous statement, Wong (2013) mentioned how important motivational strategies are and how frequently they are used in his study with high school students in China. In his study, he found that Chinese teachers use 25 motivational strategies within the EFL classroom. Strategies such as offering rewards to students, group work, and implementing humor in the classroom were among the most frequent strategies used by EFL teachers. The aforementioned strategies, according to Wong (2013), helped make classes more interactive and enjoyable for students. Similarly, in the study conducted by Oga-Baldwin and Nakata (2017) with fifth-grade students in Japan, the importance of motivational strategies in the EFL classroom is mentioned. In the latter study, the creation of an engaging classroom environment is highlighted, as it helps students to want to try new things and enjoy the tasks.

Furthermore, Moskovsky et al. (2012) found that the teachers who participated in the study showed a high preference for some motivational strategies such as showing care about students' progress, recognizing students' effort and achievement, implementing more attractive activities, etc. The implementation of different motivational strategies in the process of teaching English as a foreign language resulted in a positive change in students' behavior (Moskovsky et al. 2012). In the same line, Vibulphol (2016) indicated, in his study with Thai ninth-grade students, that motivational strategies are necessary as they nurture and protect students' interests in learning a language.

Some studies have focused on the motivational techniques used for university EFL learners. Such is the case of Altun and Tahir (2020) who conducted research in order to examine the main strategies that six teachers in the Kurdistan region employed to motivate their university students. According to the findings, the most common strategies involved establishing a positive relationship between students and teachers and selecting topics that students are interested in. The use of technology was also seen as an influencing factor in student motivation. Furthermore, in a study by Elashhab (2020), motivational strategies were also analyzed. The participants were Saudi Arabian university English as a foreign language students. Based on the results, learner interests and needs, collaborative work, participation,

and rewards ranked highest among the most useful strategies used with the learners. Thus, a clearer picture can be formed of what sort of strategies can be implemented in an EFL classroom with university students.

This literature review showed the relevance of motivation, the teacher's role in motivating students, and motivational strategies implemented in the EFL classroom. It was highlighted that motivation has a significant influence on EFL students' learning success. The teacher's role in motivating the students is also crucial in the process of learning English as a foreign language, since it is the teacher who keeps the students' interest alive. Motivational strategies help to make the learning process more entertaining and beneficial for the students. In conclusion, it is important to highlight the key role that motivation plays when learning a language.

CHAPTER 3

Methodology

Research Approach and Design

The present study seeks to obtain information about the motivational techniques used by English teachers at different levels. Therefore, a descriptive design was applied. According to McCombes (2022), this design is very useful when identifying characteristics, frequencies, trends, and categories, and it is a feature that fits in perfectly with the objective of this study. Additionally, this design was supported by a mixed methods approach, which, according to Muyembe (2019), "is an integration of qualitative and quantitative research and data in the research study" (p. 84). Moreover, Creswell & Plano Clark affirm that it offers a more comprehensive understanding of research challenges and complex phenomena than relying on either approach individually (as cited in Molina-Azorin, 2016). Thus, applying these methods made it possible to describe and further analyze the motivational techniques observed during the English class sessions.

Participants and Context

The study was carried out at the Instituto de Lenguas de la Universidad de Cuenca (University of Cuenca Language Institute) and the Unidad Educativa Técnico Salesiano (UETS). The participants of this study were selected by convenience sampling which, according to Fleetwood (2018), participants are chosen based on their ease of access and availability to the researcher, rather than being randomly selected from a larger population. The participant of the first institution was an English teacher whose students came from different university undergraduate programs. The professor (called Teacher 4) generally taught the subject eight hours a week. In addition, the participants of the UETS were three English teachers whose pupils belonged to different educational levels. Teacher 1, Teacher 2, and Teacher 3 taught students from the fifth and ninth grades of EGB and the second year of high school respectively. The middle and high school teachers' classes ranged from 4 to 5 pedagogical hours (40 minutes) per week (depending on the grade level). These hours are divided into classes where different skills such as listening, speaking, reading, writing, and grammar are taught.

Data Collection and Instruments

As previously mentioned, a mixed methods approach was employed in this study, which implied both qualitative and quantitative data collection and analysis. For this purpose, observations and semi-structured interviews were used. To be able to analyze the motivational

techniques teachers use and the frequency with which they are used, observations were conducted using an observation scheme, an instrument consisting of a list of 15 potential strategies to appear in the classes. These strategies were taken from the works by authors such as Abdullah et al. (2019) and Elashhab (2020). Moreover, qualitative and quantitative data were collected through the observation scheme. The former, according to George (2023), "...can provide rich and detailed information about the behavior, attitudes, perceptions, and experiences of individuals or groups" (para. 2). On the other hand, quantitative observations are useful when it comes to comparing samples and identifying patterns and trends based on numerical data such as educational levels (George, 2023), which is the case of the present research. It is important to mention that the observation scheme had been chosen as an instrument for this study because through this technique data is collected transparently (Cloutier & Ravasi, 2021).

The semi-structured interview, as George (2022) states, is a flexible data collection tool that involves asking open-ended questions that do not necessarily follow a limiting structure and is useful for finding patterns or making comparisons. In this case, this instrument, which was administered to the teachers, was designed based on the results obtained in the analysis of the observation schemes. In this way, it was possible to get a clear view of teachers' perspectives on the teaching techniques they used in their English classrooms. Therefore, it was possible to rely on this instrument to achieve the proposed objectives.

The data underwent both quantitative and qualitative analysis. The former was performed using descriptive statistics, which, according to Lee (2020), provide an overview of an individual or group of data sets and are useful for comparing data and understanding how they are distributed. In addition, statistical software was used to analyze the frequency with which the data are presented. Additionally, for the qualitative analysis of the data, a content analysis method was applied, which is used to identify patterns of themes and content, as well as to explain the underlying meaning and significance of these themes (Hassan, 2022). In general, through this whole process, it was possible to answer the research questions.

CHAPTER 4

Results and Discussion

In this descriptive research, observations, and interviews were administered to answer the following research questions: 1) What techniques do EFL teachers use to motivate their students in the classroom at different educational levels? And 2) How often are motivational techniques used in the language classroom at different educational levels? The observations helped us to identify the motivational technique(s) (MT) utilized in the EFL classroom. Additionally, the interviews allowed us to have a more accurate view of the topic in question.

Results of Observations

The observations were carried out using an observation sheet previously designed with a series of 15 motivational techniques that may have appeared during the observed classes. The 15 strategies selected were the ones commonly found in the different academic articles analyzed for the present work. The instrument had a column that included a brief description of the strategies present in each class. In addition, it contained an option for including strategies that were not part of the previously designed list.

For the respective analysis of the data obtained from the observations, a descriptive statistical analysis was performed. This method involved the presentation of graphs as a visual aid to support the data analysis. It should be noted that due to word limit constraints for the present work, it was decided to analyze and describe the three motivational techniques most used by each teacher.

Figure 1

Motivational Techniques Used by Teacher 1

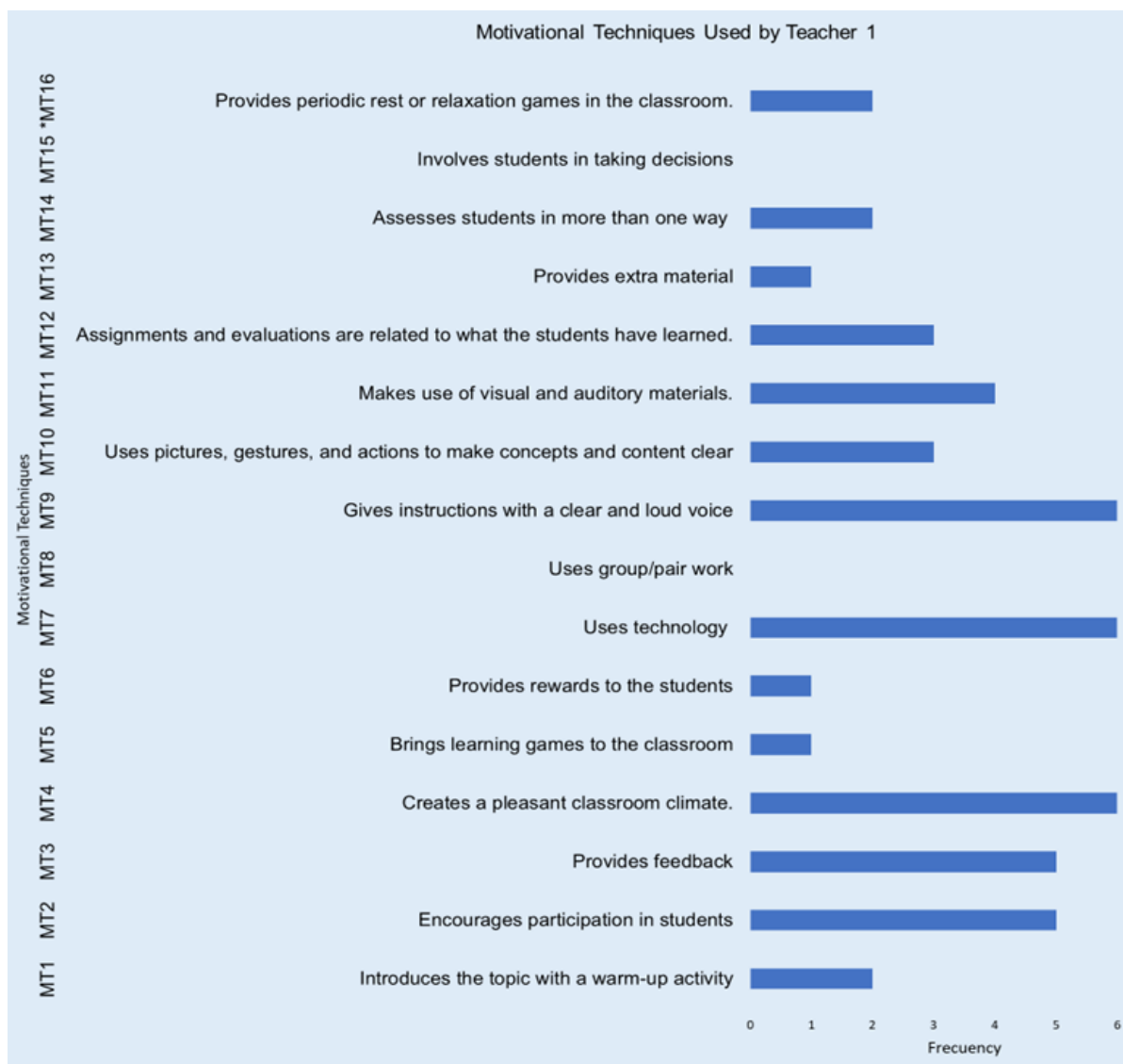


Figure 1 shows that Teacher 1 used 13 motivational techniques out of the 15 listed in the observation sheet during a total of six classes. Additionally, she used one more, MT16, which was not on the pre-written list.

As can be seen in Figure 1, *Creates a pleasant classroom climate (MT4)* was used during all the observed classes. It was present in those moments when Teacher 1 demonstrated an energetic attitude which was perceived and appreciated by the children, encouraging them to participate more during the lesson.

Teacher 1 also addressed the students in a friendly manner and only adopted a more authoritarian attitude when it was necessary to give instructions or catch the students' attention. It should be noted that there was never any evidence of a break in the bond of respect within the classroom. In addition, the teacher adopted a humorous attitude to lighten

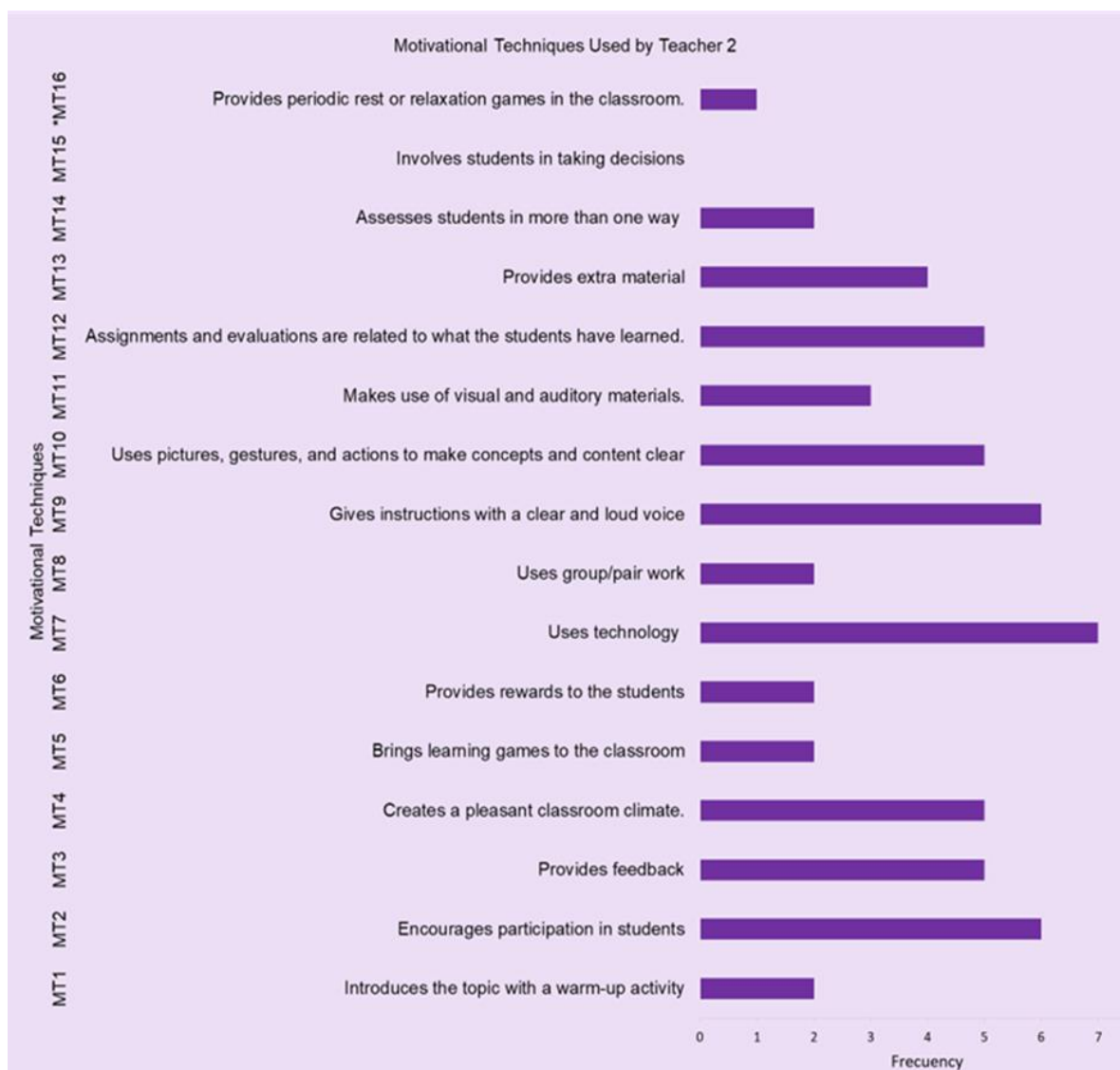
the atmosphere. Finally, the teacher always celebrated the students' achievements, using words of encouragement such as "good job!", "excellent", "nice", etc. It is worth noting that when students made mistakes, they were not reprimanded in any way; instead, Teacher 1 took these mistakes as opportunities for feedback.

Uses technology (MT7) is another frequently used motivational technique by Teacher 1, as it was observed in all six classes. One example of this strategy is a session where the teacher used a television to show various educational materials such as a virtual book, presentations, videos, and images. By projecting the book, the students could interact with the teacher and do the exercises together. In addition, she used certain applications to conduct sweepstakes, allowing all students to participate in class.

Finally, *Gives instructions in a loud and clear voice* (MT9) was the technique that also appeared in each of the six classes observed. This strategy was used at all times, such as to explain the topic in general and the activities the students were to perform. The teacher even raised her voice to emphasize certain points that needed the students' attention.

Figure 2

Motivational Techniques Used by Teacher 2



As can be interpreted from Figure 2, Teacher 2 used 14 of the 15 techniques listed during the seven classes observed. MT16 was also used by this teacher. The three strategies most frequently used by Teacher 2 are detailed below:

Uses technology (MT7) was the most employed motivational technique, specially when the teacher reinforced the content of the books through Canva presentations and websites such as Bamboozle and Life Worksheet. Besides, the teacher took her students to the lab, where they worked on online exercises on the Cambridge platform.

Encourages participation in students (MT2) is a motivational technique that was employed during six out of the seven classes observed. During the observations, the most recurrent strategy consisted of rewarding students with sticks each time they participated, giving each one of them an extra point. Consequently, during sessions in which she asked questions or reviewed exercises, numerous students quickly raised their hands to offer answers. However, to receive the stick, the answer had to be correct.

Lastly, *Gives instructions with a clear loud voice* (MT9) was also used during six classes by Teacher 2. When the teacher needed to give instructions, either to complete exercises or before an exam, she used to raise the tone of her voice a little and emphasize the most important points. Before giving instructions, she would ask the students to be quiet and pay attention.

Figure 3

Motivational Techniques Used by Teacher 3

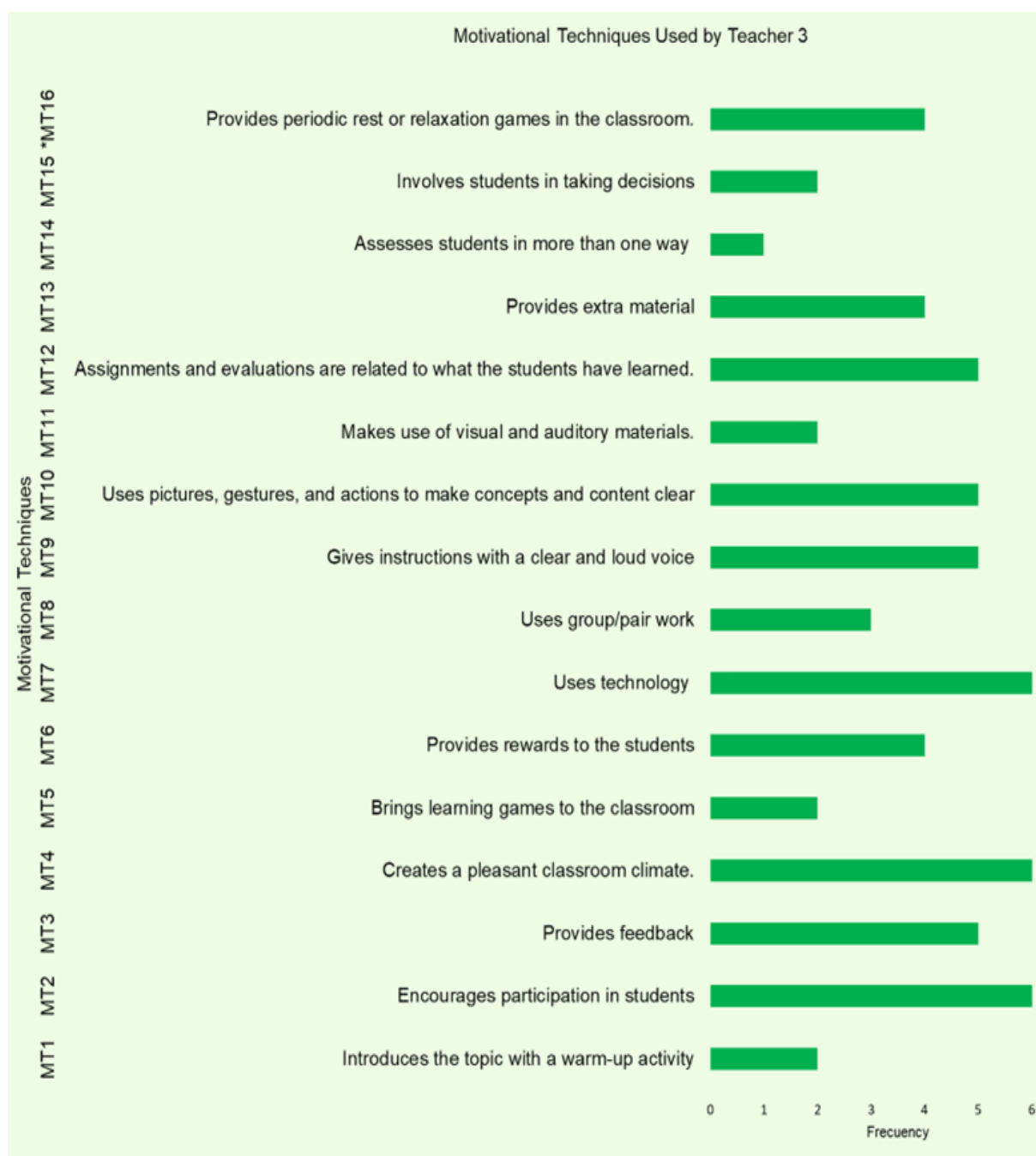


Figure 3 shows that Teacher 3 used a total of 16 motivational techniques throughout the six

classes observed. Between these strategies, *Encourages participation in students* (MT2), *Creates a pleasant classroom environment* (MT4), and *Uses technology* (MT7) are highlighted.

As shown in Figure 1, *Encourages student participation* (MT2) was a strategy used in all classes. The teacher used an application called "Class Dojo" that randomly selected a student to participate in different exercises and activities. Without the use of "Class Dojo", the teacher would simply randomly appoint or ask students to volunteer to participate.

The technique *Creates a pleasant classroom environment* (MT4) was striking in this teacher's class. The teacher focused on creating a pleasant atmosphere in the classroom, which implied a good teacher-student relationship. It was evident how the classroom members shared happy moments, and how the teacher's sense of humor and jokes in the classroom enlivened the atmosphere. Besides, the teacher was always willing to listen to her students' ideas and jokes. As a result, the students demonstrated confidence and comfort in interacting and performing in class.

Lastly, Teacher 3 also employed the technique *Uses technology* (MT7) in all of her observed classes, and this was evident in those occasions in which the teacher projected the virtual book corresponding to the subject, digital platforms such as Dojo Class, sweepstakes websites to promote participation, virtual games such as Kahoot, etc. Additionally, the teacher also got the students actively involved in the use of technology, allowing them to use cell phones in group activities such as playing online educational games.

Figure 4

Motivational Techniques Used by Teacher 4

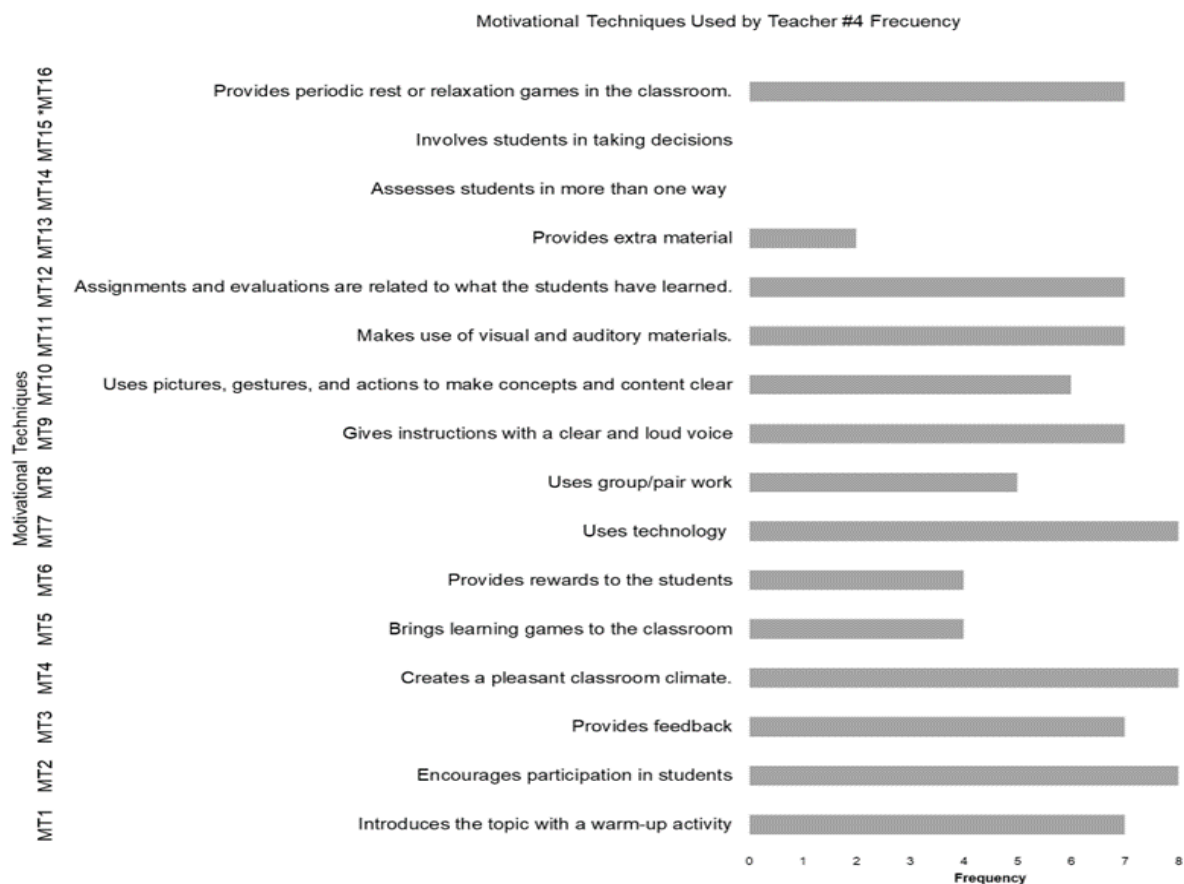


Figure 4 is a representation of the 14 motivational techniques employed by teacher 4 during his eight classes. Out of these 14 strategies, *Encourages participation in students* (MT2), *Creates a pleasant classroom climate* (MT4), and *Uses technology* (MT7) stood out the most.

Encourages student engagement (MT2): This technique was present in all the observed classes when playing games or giving rewards. One of the standout games was one in which students passed a marker while the teacher was playing a song. The student who had the marker when the song stopped had to participate. Similarly, rewards played a crucial role; the teacher offered extra marks if students participated by providing only correct answers. When offering rewards, the teacher allowed students to participate voluntarily. Occasionally, he also randomly selected a student from the roster to participate.

According to Figure 3, *Creates a pleasant classroom climate* (MT4) was used during all the classes observed by the teacher. On several occasions, he interacted energetically with the students by telling random jokes, telling funny personal anecdotes and even encouraging the students to tell their own experiences. It is also important to highlight his interest in motivating the students with encouraging phrases such as “Good job”, “Excellent”, “Congratulations”, etc.

Uses technology (MT7) is also a technique that was always present during Teacher 4's

classes. With Wi-Fi and a large digital screen, the teacher was able to develop the lesson in a variety of creative ways. For the presentations of the class topics, the teacher used the Canva platform. In addition, the dynamics of the classes were complemented with learning games created by the teacher on platforms such as Kahoot, Baamboozle, Wordwall, etc. It is worth mentioning that the digital screen in the classroom was a tool that replaced almost entirely the traditional blackboard and, as a result, was more dynamic and attractive for students who actively went to the front to write their answers to the proposed activities on the digital screen.

In general, it can be seen that the strategy *Uses technology* (MT7) was the most used by all the teachers, being present in all their classes. In addition, the strategy *Encourages participation in students* (MT2) stands out as another of the strategies most used by Teacher 2, Teacher 3, and Teacher 4, being present in all the classes of the last two teachers and absent in only one of the classes of Teacher 2. Continuing with the frequency, *Creates a pleasant classroom climate* (MT4) stands out as the strategy appearing in all classes of Teacher 1, Teacher 3, and Teacher 4. Finally, the technique *Gives instructions with a loud and clear voice* (MT9) was the strategy most used by Teacher 1 and Teacher 2, appearing in all the classes of Teacher 1 and six of the seven classes of Teacher 2. Thus, thanks to these observations, a clearer picture of the frequency of strategies employed at different academic levels was obtained.

Results of Interviews

The following themes emerged from the interviews after a process of transcribing and analyzing the data: motivational techniques in the EFL classroom, most frequently used motivational techniques, least used motivational techniques, and considerations for the use of motivation techniques. In this section, we offer an analysis of each of these themes.

Motivational Techniques in the EFL Classroom

The teachers who were interviewed for this project agreed that motivation is a very important key to teaching English because it enables students to perform better in class and achieve the proposed learning objectives. The high school teacher (Teacher 3) was the one who said:

[Motivated] students are more likely to actively participate in class, leading to increased engagement and better learning outcomes. (Teacher 3, personal communication, March 11, 2024)

In addition to this teacher's statement, the University teacher (Teacher 4) indicated that:

If students are not motivated, it is very difficult for them to learn (Teacher 4, personal communication, May 1, 2024)

Therefore, these teachers consider it important to apply motivational techniques to boost students' participation, confidence, relaxation, enthusiasm, and both academic and personal progress. For example, Teacher 1 mentioned that motivational techniques:

...always help the student to relax more. For example, if [we make the students] dance, they love it and start the class calm... (Teacher 1, personal communication, February 29, 2024).

Besides, the college professor added that:

Using motivational techniques in the classroom is too important. I think you always have to motivate students and not only for English class, but for the rest of their lives. (Teacher 4, personal communication, May 1, 2024).

In addition, the variety of motivation techniques available to teachers in the EFL classroom is also highlighted. Thus, it is Teacher 2 who mentioned that:

Using lots and lots of techniques... is the best thing we can do as teachers, since we can use both physical and practical techniques (Teacher 2, personal communication, March 5, 2024).

In general, teachers perceive different motivational techniques as essential when teaching English in the classroom.

Most Frequently Used Motivational Techniques

The experience of the participants working as teachers at their respective levels allowed each of them to identify the technique(s) that worked best with their students.

Teacher 1 said:

[I apply] dances, that is what [the students] like the most...because movement allows them to relax and makes their brain disperse as well (Teacher 1, personal communication, February 29, 2024).

With this in mind, the importance that the teacher gives to choosing a technique that is to the students' liking and benefit is highlighted.

In the case of Teacher 2, she indicated that the use of technology, giving participation sticks, playing dynamic games in class, and giving smiley faces and flags that are equivalent to a certain number of points, are her main motivational tools in the classroom because of their benefits.

For example, she emphasized the technique that encourages the participation of her students, which was also very present in the classes that were observed, by adding:

What I use is participation paddles with extra points... we accumulate about 10-20 palettes and that is equivalent to an extra point, and they use that point for any input that went wrong... So,

they are very motivated, they participate, they compete. They are very encouraged by this (Teacher 2, personal communication, March 5, 2024).

Thus, it can be deduced that in addition to implementing a variety of techniques in her classroom, the teacher also focuses on motivating her students in a creative, encouraging, and innovative way.

Meanwhile, Teacher 3 highlighted several techniques that she frequently uses to raise her students' motivation. She mentioned that:

I foster a supportive and positive classroom atmosphere where students feel comfortable taking risks in their language learning. Also, I celebrate [their] achievements..., utilize group activities..., offer constructive and timely feedback on students' progress..., integrate technology into the classroom..., [and] provide students with choices when possible (Teacher 3, personal communication, March 11, 2024).

In short, it can be seen that Teacher 3 recognizes the importance of trying to implement a variety of techniques within the classroom.

Similarly, Teacher 4 mentioned that he uses a wide variety of techniques, as he is aware that without motivation students do not perform as they should. He mentioned that:

I use gamification..., I give [the students] extra points..., I motivate them by bringing them chocolates. Also, I start with a game or a dynamic related to the topic... so that they can be engaged in the topic and perform better..., and I try to get students to work collaboratively either in pairs or in groups (Teacher 4, personal communication, May 1, 2024).

Based on the above, it is possible to recognize the participants' awareness of the value of motivational techniques for better results in teaching English.

Least Frequently Used Motivational Techniques

Teachers not only identified the most frequently used strategies due to their benefits but also recognized techniques that might be less applicable in their classrooms due to various limiting factors.

Teacher 1 mentioned that due to the age of her students, there are certain techniques that she cannot use frequently, as it is then very difficult to finish such activity. She said:

The game [is the technique I use the least] because they take it very seriously and don't want to stop playing (Teacher 1, personal communication, February 29, 2024).

From the above, it can be said that Teacher 1 limits the use of this technique because it can be time-consuming.

Simple questions and answers are also a medium that Teacher 2 and Teacher 3 do not use frequently. Teacher 2 stated that:

Questions with simple answers are not used very much because we usually [play a] little game or start with some activity so that [the students] also focus on the topic we are going to work on [in class] (Teacher 2, personal communication, March 5, 2024).

Additionally, she stated that she avoids being too flexible or talking too tenderly to students, as she considers that by doing it her students will not pay attention to her and will not want to work. However, she acknowledges that she needs to find more ways to motivate her students. She said:

...I don't usually do that...I see teachers who tend to use words to motivate students... Maybe that is what I am missing a little bit, to motivate them more in the verbal way (Teacher 2, personal communication, March 5, 2024).

In this sense, it is worth mentioning Teacher's 2 concern for employing techniques that she feels capable of applying in a way that provides effective motivation.

On the university teacher's side, he affirmed that he does not tend to use motivational speeches much. In addition, he mentioned that he thinks it is better to use these speeches only at the beginning of the course:

... the techniques I would use the least are kind of motivational speeches or discourses. I do that only at the beginning of a semester... (Teacher 4, personal communication, May 1, 2024).

In general, the teachers recognize that certain strategies cannot be used frequently due to certain factors that are often difficult to control.

Considerations that Influence the Implementation of Motivational Techniques

There are different factors such as age, discipline, competence, time, space and number of students to be considered when applying certain motivational techniques.

Teacher 1 indicated that she avoids implementing group activities with her 5th-grade students because they are unfamiliar with working in a team. She said:

The children do not know how to work in groups..., they find it very difficult (Teacher 1, personal communication, February 29, 2024).

However, Teacher 2 did not see age as a major influencing agent in the use of motivational techniques. She indicated that she applies techniques regardless of what others and even the students think about it since what is important is the benefit that strategies bring to her students' motivation. She reflected:

The technique I use the most is the one where I give smiley faces. Although [my students] say to me “teacher but the smiley faces are for children”, I say “no, you can also have those smiley faces and earn them if you do things right, and if you participate...” (Teacher 2, personal communication, March 5, 2024).

Maintaining control in the classroom is a very important aspect to consider. Moreover, motivational techniques can be useful when it comes to maintaining student discipline. Teacher 1 indicated:

... in the middle of the class, [sometimes the students] get [too] confident, and then they start throwing tantrums, [they] get upset.... That's why [I make them play] games [using] songs ... It motivates the children [and] calms them down... (Teacher 1, personal communication, February 29, 2024).

Additionally, motivational techniques are much easier to apply when classroom discipline is already good. Such is the case with university students, whose maturity and sense of responsibility make the application of motivational strategies not very difficult. For example, Teacher 4 indicated that:

University students are more organized and calmer and understand how teamwork works (Teacher 4, personal communication, May 3, 2024).

Competition between pupils when participating in a classroom activity can be motivating but also unfavorable. This could be reflected when Teacher 1 mentioned that:

[I avoid] playing games because it is taken very seriously. [Students] want to keep playing, and the rivalry starts, and it is precisely because they are small that they cannot control themselves (Teacher 1, personal communication, February 29, 2024).

In contrast, Teacher 3 saw competition as a factor that should be considered in the classroom to enhance students' participation. She added that:

[Students] are motivated by the fact that in competition we have to try to push each other a little bit more, understand what we are doing... and get an extra point. So, I see that the competition between them also works as a part of motivating them (Teacher 3, personal communication, March 5, 2024).

Due to the high number of students, the implementation of certain motivational techniques becomes a considerable challenge. In addition, as the number of students increases, the available space decreases. For example, Teacher 1 expressed that:

The number of students influences [group work] a lot because they are very large teams where only one group interacts (Teacher 1, personal communication, February 29, 2024).

Similarly, Teacher 2 commented that she does not usually employ group work much because of the large number of students. She stated:

I think if we had a reduced number of students, it would be much more effective to work in groups (Teacher 2, personal communication, March 5, 2024).

Evidently, for Teacher 1 and Teacher 2, student control during group work becomes extremely challenging due to the high number of students present. On the other hand, teacher 4 is different since the number of students in his case is smaller, and he does use this motivational technique frequently. He said:

College students are more organized and understand how teamwork works. There are only a few students, so there are no problems forming groups (Teacher 4, personal communication, May 1, 2024).

In short, the number of students is a factor that should be taken into account when deciding to work in groups as a motivational technique.

Time is another determining factor that influences the frequency with which certain motivational techniques are used. Teacher 1 noted that games are an excellent tool for calming children. However, due to time constraints, she prefers not to resort to this technique too often. She explained:

You can't do an activity for more than 5 minutes... [the children] can't control themselves. This goes on for a long time (Teacher 1, personal communication, February 29, 2024).

From this, it can be inferred that ending a game is extremely complicated, especially when working with young students, as they naturally want to continue playing.

Discussion

After having analyzed the data obtained from classroom observations and teacher interviews, it can be stated that motivation in learning English as a foreign language is a factor of great importance in achieving students' academic success. This idea is in line with the studies by Dehkordi and Khansir (2017), Farrah and Murad (2021), and Purnama et al. (2019), who concluded that motivation is critical in facilitating the process of learning English.

The findings of this study also demonstrated that a variety of motivational strategies can be employed in EFL classrooms at different educational levels. However, some techniques stand out more than others. The teacher selects the activity, as he or she is in charge of understanding his or her students and what they need. Further, a teacher might avoid using certain strategies that encourage competition among young learners because it is a skill they cannot yet control. Instead, the teacher might prefer to use motivational techniques that

encourage interactive and physical activity such as dances and games because they relax children's explosive energies. The aforementioned insights are related to what Chou (2012) and McEown and Takeuchi (2012) reported in their studies. They emphasized that teachers should seek and implement different strategies to increase the motivation of their students.

The frequency with which motivational techniques are used may vary, since, as can be seen in the studies by Wong (2013) and Altun and Tahir (2020), some strategies may be used more often than others depending on whether they are perceived as effective or irrelevant. In the present study, strategies such as giving instructions in a loud and clear voice, encouraging student participation, creating a pleasant classroom environment, and the use of technology stand out for their constant use. The latter strategy is the one that has been highlighted the most both by the participants of our study and by teachers who have participated in previous studies, as can be seen in the literature review. For example, Altun and Tahir (2020) emphasized in their study that technology has a significant impact on students' motivation in the classroom. Following those authors, the participants of our study did apply technological tools. They also mentioned in the interview that in this globalized world, technology cannot be separated from education, but rather integrated in the classroom as a resource that can enhance the process of teaching and learning.

CHAPTER 5

Conclusions and Recommendations

Conclusions

In conclusion, motivational techniques in the classroom are of utmost importance when teaching a language. The present research aimed to explore the different motivational techniques used in the EFL classroom at different academic levels in Cuenca. In addition, the lack of studies focused on analyzing the motivational techniques in the classroom in the context of Cuenca brought as a consequence the need to carry out the present work.

Observations and interviews were carried out in order to obtain data that would be useful to answer the research questions posed in this project. First, the observations were helpful in identifying the motivational techniques used by teachers at different academic levels, especially those techniques that were highlighted for their frequent use. Among all the strategies that were used, there were three that stood out in the four courses, corresponding to the different academic levels that make up the Ecuadorian educational system. In elementary school, techniques such as the creation of a pleasant classroom environment, the use of technology, and giving instructions in a clear and loud voice were used. In the upper elementary level, techniques such as the use of technology, encouraging student participation, and giving instructions in a clear and loud voice were used. Motivational techniques involving the use of technology, promoting student participation, and creating a pleasant classroom environment were applied at the high school level. Finally, the last three techniques mentioned were also used in the higher education system.

In order to obtain more information about the strategies used in the classroom at different academic levels, the four participants of this study (Teacher 1, Teacher 2, Teacher 3, and Teacher 4) were interviewed. The findings revealed that the educators were aware of the importance of motivational strategies in the teaching of EFL. In addition, each teacher shared information about the techniques they use most and least frequently in their respective classes. Moreover, they highlighted factors such as time, age, discipline, number of students, among others, that should be taken into consideration when using certain motivational techniques in an EFL classroom.

Recommendations

The results of the present research show relevant information about the motivational techniques used to promote the learning of English as a foreign language in the classrooms at different educational levels in Cuenca. However, it is imperative to also consider further

research on this topic in other geographical areas of Ecuador, so a comparison can be carried out, taking into consideration that not all institutions have access to the resources needed in order to implement successful techniques that may motivate students. Furthermore, in the present study, teachers were the participants. It would be helpful if, in the future, other studies include the perspective of students as well in the area of effective motivational techniques that can be used in the EFL classroom. Moreover, it would be useful to carry out a comparison between motivational techniques implemented in public and private institutions, so it would be possible analyze other factors that influence the motivation of EFL students in the classroom.

References

- Abdullah, M. Y.; Al Ghafri, H. M. H., & Al Yahyai, K. S. H. (2019). A qualitative study on the best motivational teaching strategies in the context of Oman: Perspectives of EFL teachers. *English Language Teaching*, 12(3), 1916-4742. doi 10.5539/elt.v12n3p57
- Alcaraz, I. (2018). Intrinsic motivation in the EFL classroom: Preferred taxonomies for classroom activities. CORE. https://core.ac.uk/display/235853173?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1
- Alhodiry, A. A. (2016). The Libyan EFL teachers' role in developing students' motivation. *Procedia - Social and Behavioral Sciences*, 232, 83-89. <https://doi.org/10.1016/j.sbspro.2016.10.020>
- Al-Munawwarah, S. F. (2018). Students' motivation in EFL learning. *Tell-Us Journal: Teaching-English-Linguistics-Literature-Usage*, 4(2), 107-119. <https://doi.org/10.22202/tus.2018.v4i2.2779>
- Alrabai, F. (2014). Motivational practices in English as a foreign language classes in Saudi Arabia: Teachers beliefs and learners perceptions. *Arab World English Journal*, 5(1), 224-246. https://www.researchgate.net/publication/260590969_Motivational_Practices_in_English_as_a_Foreign_Language_Classes_in_Saudi_Arabia_Teachers_Beliefs_and_Learners_Perceptions
- Al-Sharief, S. (2013). The interplay of motivation and demotivation: The case of EFL learners majoring in English. *International Journal of Applied Linguistics and English Literature*, 2(1), 53-59. <https://doi.org/10.7575/ijalel.v.2n.1p.53>
- Alshenqeeti, H. (2018). Motivation and foreign language learning: Exploring the rise of motivation strategies in the EFL classroom. *International Journal of Applied Linguistics and English Literature*, 7(7), 1. <https://doi.org/10.7575/aiac.ijalel.v.7n.7p.1>
- Altun, M., & Tahir, R. (2020). Motivational techniques in EFL classrooms in the universities of Kurdistan. *International Journal of Social Sciences & Educational Studies*, 7(1), 88-94. doi: 10.23918/ijsses.v7i1p88
- Barry, K. & King, L. (1998). *Beginning teaching and beyond* (3rd ed). Katoomba, NSW: Social Science Press. <https://archive.org/details/beginningteachin0000barr/page/n3/mode/2up>

- Bekhta, B., & Amine, B. (2021). Group work as a motivational factor in enhancing students' writing skill: The case of third year EFL students in foreign languages department at Ahmed SALHI University Center, Naama. *The Arabic Journal of Human and Social Sciences*, 13(2), 821-835. <http://search.shamaa.org/FullRecord?ID=280438>
- British Council. (n.d.). *Motivating the students*. TeachingEnglish. <https://www.teachingenglish.org.uk/professional-development/teachers/understanding-learners/articles/motivating-students>
- Cherry, K. (2022). *What is extrinsic motivation?* Verywell mind. <https://www.verywellmind.com/what-is-extrinsic-motivation-2795164>
- Chou, M. (2012). Assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories. *Education 3-13*, 42(3), 284–297. doi:10.1080/03004279.2012.680899
- Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, 19(1), 113–133. <https://doi.org/10.1177/1476127020979329>
- Dehkordi, F., & Khansir, A. (2017). The role of motivation in teaching and learning English language. *Modern Journal of Language Teaching Methods (MJLTM)*. 7(9), 072–085. https://www.researchgate.net/publication/324274154_The_Role_of_Motivation_in_Teaching_and_Learning_English_Language
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge, UK: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>
- Elashhab, S. (2020). Motivational teaching strategies within Saudi University EFL classrooms: How to improve students' achievement? *International Journal of Language and Literary Studies*, 2(1), 124–141. <https://doi.org/10.36892/ijlls.v2i1.173>
- Farrah, M., & Murad, R. (2021). Enhancing learners' motivation and interest in the EFL classroom. *Creative Practices in Language Learning and Teaching (CPLT)*, 9(1), 47-63. <https://ir.uitm.edu.my/id/eprint/50954>
- Firdaus, F. (2015). Teacher praises and students' engagement in the EFL classroom: (A case study of seventh-grade students at one of junior high school in Bandung). *Journal of English and Education*, 3(2), 28-40. <https://ejournal.upi.edu/index.php/LE/article/view/4761>

- Fleetwood, D. (2018). *Convenience sampling: Definition, advantages, and examples*. QuestionPro. <https://www.questionpro.com/blog/convenience-sampling/>
- Gardner, R. (2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology / Psychologie canadienne*, 41(1), 10–24. <https://doi.org/10.1037/h0086854>
- George, T. (2022). *Semi-Structured interview: Definition, guide & examples*. Scribbr. <https://www.scribbr.com/methodology/semi-structured-interview/>
- George, T. (2023). *What is qualitative observation?: Definition & examples*. Scribbr. <https://www.scribbr.com/methodology/qualitativeobservation/>
- George, T. (2023). *What is quantitative observation?: Definition & examples*. Scribbr. <https://www.scribbr.com/methodology/quantitativeobservation/>
- Gilakjani, A. P., Leong, L., & Sabouri, N. B. (2012). A study on the role of motivation in foreign language learning and teaching. *International Journal of Modern Education and Computer Science*, 4(7), 9-16. <https://doi.org/10.5815/ijmecs.2012.07.02>
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42(1), 55–77. doi:10.1002/j.1545-7249.2008.tb00207.x
- Hassan, M. (2023). *Content analysis - methods, types, and examples*. Research Method. <https://researchmethod.net/content-analysis/>
- Hidalgo, C., & Villacis, W. (2020). Motivational strategies in foreign language learning: Students' vs. teachers' perspectives. *Revista ESPACIOS*, 41(4), 20. <http://revistaespacios.com/a20v41n04/20410420.html>
- Jefiza, A. (2017). Students' motivation and attitudes toward learning English in an English course. *Vision: Journal of Language, Literature, and Education*, 12(12), 1-11. <http://dx.doi.org/10.30829/vis.v12i12.172>
- Kakar, S. K., & Pathan, Z. H. (2017). Exploring the motivational strategies practiced by Pakistani EFL teachers to motivate students in learning English language. *International Journal of English Linguistics*, 7(2), 117. doi:10.5539/ijel.v7n2p117
- Khau, A. H., & Thach, L. P. (2021). Motivation in foreign language classrooms at tertiary level: A case study. *Vietnam Journal of Education*, 5(2), 43–51. <https://doi.org/10.52296/vje.2021.72>

- Lee, J. (2020). Statistics, Descriptive. In Elsevier eBooks, 13–20. <https://doi.org/10.1016/b978-0-08-102295-5.10428-7>
- Leong, E., & Wallace, M. (2020). Exploring language learning motivation among primary EFL learners. *Journal of Language Teaching and Research*, 11(2), 221-230. doi:10.17507/jltr.1102.10
- McCombes, S. (2022). *Descriptive research | definition, types, methods & examples*. Scribbr. <https://www.scribbr.com/methodology/descriptive-research/>
- McEown, M. S., & Takeuchi, O. (2012). Motivational strategies in EFL classrooms: How do teachers impact students' motivation? *Innovation in Language Learning and Teaching*, 8(1), 20–38. doi:10.1080/17501229.2012.741133
- Mechavarria. (2022). *Conoce más del sistema educativo ecuatoriano*. Grupo Geard Ecuador. <https://grupogear.com/ec/blog/concursos-docentes/conoce-sistema-educativo-ecuatoriano/>
- Meşe, E. & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, 4(1), 11-22. <http://doi.org/10.31681/jetol.817680>
- Min, M. H., & Chon, Y. V. (2020). Teacher motivational strategies for EFL Learners: For better or worse. *RELC Journal*, 52(3), 557–573. <https://doi.org/10.1177/0033688219900812>
- Ministerio de Educación. (2023). *Sistema de educación superior de Ecuador*. <https://lc.cx/S9LMyD>
- Molina-Azorin, J. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38. 10.1016/j.redeen.2016.05.001
- Moskovsky, C., Alrabai, F., Paolini, S., & Ratcheva, S. (2012). The effects of teachers' motivational strategies on learners' motivation: A controlled investigation of second language acquisition. *Language Learning*, 63(1), 34–62. doi: 10.1111/j.14677-9922.2012.00717.x
- Muyembe, B. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76-89. https://www.researchgate.net/publication/342354309_Basics_of_Research_Design_A_Guide_to_selecting_appropriate_research_design

- Nguyen, H. C. (2019). Motivation in learning English language: A case study at Vietnam National University, Hanoi. *European Journal of Educational Sciences*, 6(1). <https://doi.org/10.19044/ejes.v6no1a4>
- Nguyen, T. P. L. (2022). Language learning motivation of Vietnamese EFL students and their attitudes towards classroom factors. *Ho Chi Minh City Open University Journal of Science–Social Sciences*, 12(1), 63-78. doi:10.46223/HCMCOUJS.soci.en.12.1.2282.2022
- Oga-Baldwin, W. L. Q., & Nakata, Y. (2017). Engagement, gender, and motivation: A predictive model for Japanese young language learners. *System*, 65, 151–163. doi:10.1016/j.system.2017.01.011
- Pahlavannejad, M., & Nejatiyan, H. (2013). The role of EFL teachers in increasing high school students' motivation in classroom. *International Journal of Education and Research* 1(10), 1-8. <https://www.ijern.com/journal/October-2013/34.pdf>
- Purnama, N., Rahayu, N., & Yugafiati, R. (2019). Students' motivation in learning English. *PROJECT (Professional Journal of English Education)*, 2(4), 539. doi:10.22460/project.v2i4.p539-544
- Rahaman, A. (2014). Reading comprehension through work activities in an EFL classroom: Action research report. *Working Papers on Culture, Education, and Human Development*, 17(2), 1-8. http://www.uam.es/otros/ptcedh/2014v10_pdf/v10n2eng.pdf
- Samuel, A. (2023). *The different levels of the education system*. School Drillers. <https://www.schooldrillers.com/different-levels-of-education-system/>
- Solak, E & Bayar, A. (2014). The factors influencing the motivational strategy use of non-native English teachers. *International Journal of Education and Research*. 2. 1-12. https://www.researchgate.net/publication/274704480_The_Factors_Influencing_the_Motivational_Strategy_Use_of_Non-native_English_Teachers
- Soto, S. T., Rojas, M. A., & Honore, K. V. (2019). Motivational strategies in the secondary school EFL classroom: The case of Ecuador. *Electronic Journal of Foreign Language*, 16(2), 250–265. https://www.researchgate.net/publication/338281849_Motivational_Strategies_in_the_Secondary_School_EFL_Classroom_The_Case_of_Ecuador
- Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students' motivation for academic achievement – Replicating and extending previous findings. *Frontiers in Psychology*, 10. doi:10.3389/fps.2019.01730

- Thohir, L. (2017). Motivation in a foreign language teaching and learning. *Vision: Journal for Language and Foreign Language Learning*, 6(1), 20-29. doi.org/10.21580/vjv6i11580
- Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia - Social and Behavioral Sciences*, 31, 820–824. doi:10.1016/j.sbspro.2011.12.148
- Tuan, L. T. (2012). Empirical research into EFL learners' motivation. *Theory and Practice in Language Studies*, 2(3), 430-439. https://doi.org/10.4304/tpls.2.3.430-439
- Ulfa, M., & Bania, A. (2019). EFL student's motivation in learning English in Langsa, Aceh. *Studies in English Language and Education*, 6(1), 163-170. doi: https://doi.org/10.24815/siele.v6i1.12860
- Vibulphol, J. (2016). Students' motivation and learning and teachers' motivational strategies in English classrooms in Thailand. *English Language Teaching*, 9(4), 64. doi:10.5539/elt.v9n4p64
- Wondim, G. D. (2020). The effects of motivational techniques on students' EFL achievement in ELT at Tatek Lessira secondary and preparatory school, Tach Gayint Woreda: Grade 11 students in focus. *Journal of Language Teaching and Research*, 11(2), 252. https://doi.org/10.17507/jltr.1102.13'
- Wong, R. M. H. (2013). An investigation of strategies for student motivation in the Chinese EFL context. *Innovation in Language Learning and Teaching*, 8(2), 132–154. doi:10.1080/17501229.2013.777449

Annexes

Annex A: Observation Instrument

Observation # ____

Date: _____

Observed teacher: _____

Observed semester: _____

Observer: _____

Topic: _____

Stage of the lesson: _____ Time: _____

CODE	MOTIVATIONAL TECHNIQUE	X	DESCRIPTION
MS1	Introduces the topic with a warm-up activity		
MT2	Encourages participation in students		
MT3	Provides feedback		
MT4	Creates a pleasant classroom climate.		
MT5	Brings learning games to the classroom		
MT6	Provides rewards to the students		
MT7	Uses technology		
MT8	Uses group/pair work		
MT9	Gives instructions with a clear and loud voice		
MT10	Uses pictures, gestures, and actions to make concepts and content clear		
MT11	Makes use of visual and auditory materials.		
MT12	Assignments and evaluations are related to what the students have learned.		

MT13	Provides extra material		
MT14	Assesses students in more than one way		
MT15	Involves students in taking decisions		
<u>MT16</u>			
<u>MT17</u>			
<u>MT18</u>			

Annex B: Interview instrument

INTERVIEW

TEACHER ____

Date: _____

What do you think is motivation's impact on teaching English as a foreign language?

What do you think about using motivational techniques in an EFL classroom?

What is the technique(s) you use most often?

What is the technique(s) you use the least?
