UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación.

Ciencias de la Educación en la especialidad de Lengua y Literatura Inglesa.

"Strategies to Foster Motivation in English Learners"

Trabajo de titulación previo a la obtención
del título de Licenciado en Ciencias de la
Educación en Lengua y Literatura Inglesa.

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Cuenca, 28 de julio de 2020

Resumen

Las estrategias motivacionales para fomentar la motivación son herramientas muy útiles que los maestros pueden usar para mantener o aumentar la motivación de sus alumnos en el aula. El objetivo principal de este estudio de investigación es analizar qué estrategias motivacionales se han reportado como las más efectivas y utilizadas en las aulas de inglés. Es una investigación bibliográfica exploratoria y se eligieron 15 estudios empíricos para responder las preguntas de investigación. Los criterios de inclusión para la revisión de la literatura fueron estudios de investigación que aplican estrategias de motivación en diferentes tipos de estudiantes, que se publicaron en los últimos 15 años y que se aplicaron en las clases de EFL. Los resultados de este estudio indican que solo 7 de todas las estrategias de motivación utilizadas en los diferentes estudios de investigación resultaron efectivas y motivadoras para los estudiantes de inglés. Además, después de la aplicación de estrategias motivacionales, los maestros encontraron ventajas y desventajas. Se recomiendan más estudios de investigación para tener una amplia gama de estrategias motivacionales efectivas y para saber más sobre los efectos de estas estrategias en la motivación de los estudiantes.

Palabras clave: motivación, estrategias motivacionales, motivación intrínseca, motivación extrínseca, estudiantes de inglés.

Abstract

Motivational strategies to foster motivation are very helpful tools that teachers can use to maintain or raise their students' motivation in the classroom. The main goal of this research study is to analyze what motivational strategies have been reported as the most effective and used in the English classrooms. It is an exploratory bibliographic research and fifteen empirical studies were chosen to answer the research questions. The inclusion criteria for the literature review were research studies that apply motivational strategies on different kinds of students, that were published in the last 15 years, and applied in EFL classes. The results of this study indicate that only 7 of all the motivational strategies used in the different research studies turned out effective and motivational for English students. Also, after the application of motivational strategies, teachers find advantages and disadvantages. Further research studies are recommended in order to have a wide range of effective motivational strategies and to know more about the effects of these strategies on students' motivation.

Keywords: motivation, motivational strategies, intrinsic motivation, extrinsic motivation, English-learners.

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Acknowledgment

Foremost, I would like to thank God for giving me the strength and wisdom to finish my college studies. Also, to the best person that I love and have in my life, my mother, who gives me her support and love in every moment.

Israel

I am deeply grateful with my tutor Master Yola Indaura Chica who was an important guide and gave me her invaluable teaching and support to finish this research project. Also, I want to express my gratitude to all the teachers who taught me different things and that left the seed sown in me to be a good professional.

Dedication

This research study is wholeheartedly dedicated to my dear mother Mélida Culcay who

has been my inspiration and give me support, love and strength in my while life and to

God who has blessed me in every moment.

Israel

1. Introduction

In English language learning, motivation plays an important role because it establishes conditions for students to perform at their best. The motivation provided by teachers to their students often helps them to develop a belief that students will obtain a lot of benefits if they are involved in the process of learning the English language and if they have an active participation in the classroom. Motivating English students is something that teachers achieve in a long term and to accomplish it teachers can use a lot of motivational strategies (Dörnyei 2001). The term motivational strategy refers to all teaching strategies that have been created to encourage English language learning in students from different contexts.

The present study attempts to find the motivational strategies that resulted effective and motivational on different types of English learners in different contexts around the world and answer the following research questions:

a. What motivational strategies have been reported as the most effective and motivational in the English classroom?

b. What are the reported advantages and disadvantages after the application of these motivational strategies?

The responses of these questions might help to realize what are the most effective motivational strategies in the process of learning the English language and also what are the advantages and disadvantages after the application of these. All this collected information might help to all English teachers to have a clear idea of what

these strategies they can use in their classroom to foster motivation on different types of students.

To accomplish this research project, in this work I present first, the description of the study which consists of the background, statement of the problem, rationale, and research questions. Second, the theoretical framework which has key terms and different definitions related to this research. Third, the literature review is presented and it contains all literary papers that help to achieve the goal of this study. Afterwards, the methodology that was used in this research project is described. Besides, the analysis which contains the results of the whole investigation, finally it is presented the conclusions, recommendations and limitations are displayed.

1.1 Background

Motivation is essential to achieve a correct learning of the English language, it is more important than good teaching, abilities or curriculum planning, and it is considered as the key point for success in developing the target language (Moskovsky & Alrabai, 2009). Motivation is important in teachers and also in students. On one hand as Hapsari (2013) mentioned, motivated teachers are "enthusiastic, resourceful, creative and strict" (p. 117). Motivated learners, on the other hand, are more enthusiastic, goal oriented, committed, persistent and confident in their learning.

In learning a new language, especially English, the motivation by teacher to her or his students is an important point in the learning process. If students do not feel motivated by the teacher, they will be bored and distracted in the classroom; as a result, they will not learn what the teacher wants. "Motivation in learning can be described as complex of constructs involving the combination of effort plus the desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (Dörnyei & Schmidt, 2001, p. 06).

Motivation and learning both go side by side. According to Shaheen, Perveen, Noshaba, and Malik (2013), for most psychologists motivation is very important and essential for effective learning. In fact, motivation is a force that modifies or directs behavior, while learning is actually a modification of behavior which is permanent in nature, and it is caused by various psychological factors. About the aforementioned definitions, we can say that learning occurs as a consequence of motivation and motivation can be used as a productivity factor in the process of learning (Dörnyei & Schmidt, 2001).

1.2 Statement of the Problem

Motivation is the key point when you are learning something because success will depend on it. Especially it is important when students are learning English because with motivation learners have chances to get good grades, pass the course, etc. In many cases teachers will ask themselves why in their classes exist low grades, little participation, bad behavior, little interest, etc. According to Newman (2000), the right answer for this problem is unmotivated students and also, he said that, in most cases, students are present in class physically but not mentally. Also, teachers don´t realize that maybe they are not using adequate teaching strategies in their classroom to avoid this.

By focusing on the use of motivational strategies teachers can help unmotivated students to develop a more accurate and optimistic "can do" attitude. Also, teachers can help students to replace bad behaviors and bad thoughts by motivating them (Margolis & McCabe, 2006). An important researcher, Walter (2014) said that motivation is something that not all the teachers achieve in their classes, thus the consequences relapse over the students and affect them in their life. Students need to see what education can do for them; for example, it can remove them from poverty, lower the risk of teen pregnancy and simply prepare them for the future. Newman (2000) said that whatever it takes to motivate students to succeed in school is well worth it.

According to Aston (1984), most teachers feel frustrated because their students cannot learn what they want in a significant way. They do not realize that they are not using the correct and adequate motivational strategies that exist to motivate students in learning. It is an important problem that teachers need to face and realize in many classes in the world. Most of them don´t use effective motivational strategies to create a

motivated classroom environment that helps to achieve the desirable learning outcomes stated by the teachers (Shousha, 2018).

The present study is designed to analyze what strategies to foster motivation in English learners have been reported as the most effective and motivational. I want to investigate this topic in order to learn more about motivational strategies that help students to be motivated in the process of learning the English language, and be able, as a future teacher, to keep motivation in class.

1.3 Rationale

Strategies that teachers can use for motivating their students in the process of learning are important because in this way they can be successful in their classes. Different researchers such as Margolis (2005) said that around 67% of students don't feel motivation in English classes, so they don't pay attention in classes and have troubles at the end of the scholar year.

The lack of motivation in classes is a problem that has existed throughout time, but teachers have not been able to solve this problem. Tavakoli, Yaghoubinejad, and Zarrinabadi (2018) said that actually, there exist many people who are interested in this problem and they are doing many investigations to find motivational strategies to help teachers and students to be motivated and to have a better environment in class. When applying motivational strategies in an English class, students and teachers will be successful and, at the end, students will generate a significant knowledge of what they are being taught and achieve the adequate level of English that is required in different institutions (Hardré and Lieuanan, 2010). The following bibliographic investigation focuses on finding the most effective motivational strategies that are applied by teachers to motivate students in the English language classroom.

1.4 Research questions

1. What motivational strategies have been reported as the most effective and motivational in the English classroom?

2. What are the reported advantages and disadvantages after the application of these motivational strategies?

2. Theoretical framework

2.1 Motivation: definition

Motivation is considered as a very important and key term in the educational field because it helps to motivate students. Motivation has been seen as a complex concept that some experts use to define human behavior. This term has been defined by different authors who have dedicated part of their careers to research about it. Some of the most important definitions that served for this research are the ones of Gardner, Dörnyei, and Reeve.

Gardner (1985) defines motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". This author also affirms that students´ motivation is affected by the amount of engagement of students in the language learning process and by the different attitudes of each student. While some students are less willing to communicate, other students feel motivated, allowing them to communicate better (Gardner, 2010).

Dörnyei (1994) defines motivation as an abstract and hypothetical concept that most people usually use to explain why students think and behave as they do. In the educational field, motivation is considered as the key issue in learning a new language as a driving force that tries to explain the students' actions.

In his study Reeve (1996) states that:

> *Motivation involves the internal processes that give behavior its energy and*
>
> *direction. Motivation originates from a variety of sources (needs, cognitions and*

emotions) and these internal processes energize behavior in multiple ways such

as starting, sustaining, intensifying, focusing, and stopping it (p. 2).

2.2 Types of motivation

According to Dörnyei (2001), there are external and inner elements that can make a person feel motivated to do or not to do something. Motivation has been classified into two categories: intrinsic motivation and extrinsic motivation.

Intrinsic motivation

Fen Ng and Kiat Ng (2015) define intrinsic motivation as the extent to which a person strives to learn something with the desire to do it and finds it as personal satisfaction. This type of motivation comes up from the inner elements of each person, in this case, of each student. In addition, Deci (1975) affirmed "Intrinsically motivated behaviors trigger "internally rewarding consequences" such as the "feeling of competence and self-determination"(p. 12).

Extrinsic motivation

Fen Ng and Kiat Ng (2015) define that extrinsic motivation comes from outside the person. Also, extrinsic motivation is the behavior that is driven by external factors such as money, fame, qualifications, awards, etc. In education, this is the motivation that comes up for external factors such as diplomas, prizes, and good marks.

2.2.1 Intrinsic Motivation vs Extrinsic Motivation

According to Shaheen, Perveen, Noshaba, and Malikz (2013), intrinsic motivation means self-motivation for doing things and for learning something in a language, while extrinsic motivation is provoked by another person such as the teacher, and maybe things as rewards. Intrinsic motivation is more related to the success of learning a language of a student than extrinsic motivation. Shaheen et al. (2013) explains that a student feels complete motivated when his/her motivation involves both intrinsic and extrinsic motivational strategies.

2.3 Motivation in Education

Bhoje (2015) affirmed that in education, motivation is a means that drives different behaviors in students and for this reason, it is very important to understand the relevance of it in an educative environment. The same author mentioned that since motivation involves goals and requires activities in students, it is described as a state that energizes, directs and sustains behavior. According to Makewa and Ngussa (2015), teachers are the best source of motivation in the teaching-learning interaction.

2.4 The role of the teacher in Learning Motivation.

Teachers have an important role in education specifically in students´ success. Pakarinen, Kiuru, Lerkkanen, Poikkeus, Siekkinen, and Nurmi (2010) affirmed that the instruction given by the teachers, the objectives, and the different practices in the classroom support students' learning and their academic results. The warmth of the teachers and the application of rules in the classroom are directly related to the internal control, self-esteem, and motivation of the students. The support and attention of

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teachers towards their students have been defined as very important factors in the motivation of students to learn something.

2.5 Types of motivational strategies.

There are different motivational strategies that teachers can use. Dörnyei and Guilloteau (2008) define the term motivational strategies as: "Instructional interventions applied by the teacher to elicit and stimulate student´s motivation" (p. 23). Besides, these authors explained in their studies that motivational strategies can be divided in intrinsic motivational strategies and extrinsic motivational strategies.

2.5.1 Intrinsic motivational strategies

1. **Promoting, protecting and inciting: self-stem, confidence, and autonomy.** _
   This strategy is very important in teaching English language because teachers are compared as leaders, so they must encourage students to maintain self-esteem, confidence, and autonomy by themselves. Teachers should give students different pieces of advice (study more at home, review learned things in the class, give a specific time to do homework) to be successful in learning. This strategy depends on students' effort to learn and build their own knowledge (Dörnyei, 2008).

2. **Developing a good relationship among students by learning as a whole class.**
   _ This strategy means that students develop a good relationship among them; in this way, they are going to feel good in the classroom, develop a positive attitude towards learning, and develop a collaborative instinct that is going to help them in the different activities presented in the class. Teachers should set

up tasks in which teams of learners are asked to work together as a whole group and towards the same goal (Dörnyei, 2008).

2.5.2 Extrinsic motivational strategies

3. **Offering rewards.** _ A reward is something that is given to a person in recognition of an effort or an achievement. Dörnyei (2008) explained that regarding students´ motivation, the rewards are very important because rewards will make students more active in the learning process. Some recommendations that Dörnyei suggested about rewards are:

- The prizes that are given have to be according to students´ personality in such a way that the learning ends up being a reward for the students.

- It is not necessary to give expensive prizes to students. Teachers can give them small rewards like pencils, sweets, candies, etc.

- Praising students is also a good reward. A teacher should praise the work done by her/his students in classes which would mean that the teacher is proud of her/his students.

4. **Making sure students receive sufficient preparation, assistance, opportunities, and support.** _ Teachers should be able to offer preparation, assistance, opportunities, motivation, and support to all students in the English classes by giving them critic or helpful information in order to say what a student can do to improve something in his or her process of learning the English language. Also, teachers shouldn't allow her/his students to completely fail by making sure that students continue trying all the time when they make mistakes (Dörnyei,2008).

5. **Creating a pleasant, relaxed, and positive classroom atmosphere.** _ This strategy refers to the fact that all students feel the classroom as a supportive, safe,

respectful, and cozy environment. It is very important for all teachers to create a pleasant, relaxed and positive atmosphere in the classroom; in this way, students will learn better, and participate more. This strategy is considered as one of the most important and powerful that teachers can use to foster motivation in English learners (Dörnyei, 2008)**.** In order to achieve motivation in the classroom with this strategy teachers should:

- Foment students to personalize the classroom environment according to their preference.

- Greet and smile to the students; in this way, students will feel comfortable and with enough confidence to learn.

- Promote risk-taking in class and explain that making mistakes is a natural part of the learning process.

6. **Preparing in advance interesting activities. _** This strategy is when teachers prepare with anticipation different activities that will be very helpful in the process of learning the English language. Also, here teachers can use different resources for activities such as technology (web pages, projector, computer, etc.), worksheets, games, etc. Preparing interesting activities in advance will help the teacher to catch students' attention during the class (Dörnyei, 2008).

7. **Presenting tasks properly by using challenges and teachers´ support. _** It refers to the fact that teachers explain properly, what students have to do or to learn, by providing details and using different resources. For example, when teachers teach grammar, they must make sure to explain everything by using different resources as challenges, explanations, pictures, structures, videos, etc. In this way, students will understand better (Dörnyei, 2008). In order to achieve motivation with this strategy teachers should:

- Teachers should arouse students' interest in the content of the task by presenting the task easier to understand. If the task has different statements the teacher should explain with details what students have to do in each statement and also give examples referred to the task.

3. Literature review

3.1 Motivational strategies for English learners

In the process of learning the English language, motivational strategies are very important to support students. In this way, they are going to be successful learners as they increase their knowledge, and get grades during the learning experience. At present, teachers use many strategies to motivate English students. Research studies about strategies have focused on different kinds of students. In this section, the most used strategies for children, teenagers, college students, and students, in general, are presented.

3.1.1 The most used and effective motivational strategies for children

The use of motivational strategies in English classrooms to motivate children is a relevant aspect for teachers. Many authors developed different research studies focused on the most used motivational strategies for children, and they found some strategies were more applied than others and effective in children's learning process. In addition, the results of these studies showed some advantages and disadvantages related to the implementation of these strategies.

Wong (2014) has demonstrated the positive impact that motivational strategies have on children´s learning in a research study where the main goal was to analyze and assess the use of motivational strategies in Chinese EFL classrooms. This study was carried out with 900 English learners from 7 to 9 years and 10 EFL teachers, and it collected data through interviews, observations and questionnaires. The treatment involved 30 observations in EFL classrooms with the use of preselected motivational strategies. It also included a post-lesson teacher evaluation scale and a student

motivation questionnaire for a period of 3 months. The results of this study showed that there were 6 motivational strategies that were most used and effective; those strategies were: offering rewards to students, using small group tasks, bringing in and encouraging humor, preventing rigid seating, making sure students receive sufficient preparation and assistance, and reminding students of the instrumental value of the L2. Finally, this research study concluded that with the application of these strategies the students felt relaxed and encouraged to speak up without fear, it also found that motivational strategies are culturally dependent because there is no universal motivational strategy that can be applied to all classrooms.

Another similar research study was held by Nugroho and Mayda (2015). The main objective of this research was to analyze motivational strategies in teaching English as a foreign language and to examine students´ attitudes to the motivational strategies that were applied by EFL teachers. The participants were 123 students and 3 English teachers of seventh grade at school 17 in Kuningan. The researchers collected data through questionnaires, classroom observation, and interviews. The treatment consisted of recorded observations through videos for a period of 8 days to observe which motivational strategies were applied by teachers in the classroom to motivate their students. Then, the instruments to collect data were employed to know the students' perceptions of the motivational strategies. The results were that the most used strategies to motivate students were: creating a pleasant and supportive classroom atmosphere, increasing the learners´ goal orientation creating realistic learners´ beliefs, protecting learner´s self-esteem and increasing their confidence, and offering rewards and grades. The authors also found that motivational strategies affect students' achievement and contribute to raise their motivation. On the other hand, this study also demonstrated that motivational strategies are culturally dependent.

3.1.2 The most used and effective motivational strategies for teenagers.

The use of motivational strategies in English classrooms with teenagers is also an important aspect for all teachers. Some researchers have developed different research studies focused on the most used motivational strategies for teenagers and they found some strategies were the most employed as these develop an effective hit on teenagers' motivation. In addition, the results of these research studies presented advantages and disadvantages after the application of these strategies.

Sugita and Takeuchi (2010) carried out a research study with the main goal of describing the teachers' actual use of 15 motivational strategies applied in secondary school EFL classes. This research study was developed with 5 Japanese English teachers and their 190 students. For this research study, the authors used two questionnaires for teachers and students and a class observation. For a period of two months, the authors observed how teachers applied 15 preselected strategies to motivate students, and after that, the questionnaires were administered. The results showed that not all the strategies were useful to motivate teenagers. The most useful strategies were "keeping the class goal achievable by re-negotiating if necessary", "focusing on the motivational flow in the lesson", "creating a pleasant and supportive atmosphere (for studying English) in the classroom, and providing multiple opportunities for success in the language class. At the end of this study, the researchers realized that the effectiveness of motivational strategies is affected by students' English proficiency levels and motivational intensity levels.

In like manner, a research study was developed to investigate teenagers 'motivation and the strategies that teachers use to support students' motivation. Vibulphol (2016) collected data through class-observations and self-report

questionnaires in public high schools in Thailand with 12 teachers and 329 students as participants. During 2 months, two observers looked at the strategies that the twelve teachers used in their classes to foster motivation in learning the English language. After that, the self-report questionnaires were administered to teachers to know what strategies they consider as most motivational. As in other research studies, the author made comparisons and found a short group of strategies that had a motivational impact on students in high schools in Thailand; those strategies were learning together as a whole class, initializing and maintaining students' internal motivation, creating a positive learning atmosphere, making meaningful and relevant lessons, and providing tasks in a context close to students' real life. The authors finally said that teachers can use these group of motivational strategies in a variety of ways to motivate their students, but the effectiveness of motivational strategies depends on students' English proficiency level.

Other research study developed by Kakar and Pathan (2017) showed another group of the most used strategies to motivate teenagers in a Pakistani EFL context. This study was developed with 96 EFL teachers and their students in 13 government secondary schools. The objective of the study was to determine which motivational strategies EFL teachers employ to motivate the secondary high school students of Quetta in learning English language. Data was collected through observations and questionnaires, with ten pre-selected motivational strategies, to rank the degree of motivation that teachers found when they applied those strategies in classes. Observations were made in classrooms for about a month to see whether the strategies motivate or not the students and then, the questionnaires were applied to the teachers. The most important finding was that the strategies that had a motivational effect on

students were promoting learners´ autonomy and familiarize learners with L2-related values. Besides, it was found that motivational strategies are cultural dependent.

3.1.3 The most used and effective motivational strategies for college students.

The use of motivational strategies in the classroom to motivate college students has been an important factor for teachers. Many authors worked on different research studies focused on college students, and they found strategies that were reported as the most used and effective in the process of learning the English language. Additionally, these authors explained that maintaining motivation on college students is very important because these students are one-step away from becoming professionals and about that they must be motivated all the time. In addition, the result of these research studies showed some advantages and disadvantages.

Ziyuan (2004) performed a research study with the objective to explore what motivational strategies influenced students´ achievement at Jilin University. The participants of this study were some English teachers and 130 students from the university. The author used questionnaires and interviews in this study that were used with students and teachers. The experimental treatment had a duration of 2 months, where a questionnaire with a group of motivational strategies was given for teachers. In the questionnaire, they had to rank the strategies that had a motivational impact on students´ achievements. The results demonstrated that the most used, effective motivational strategies were: bringing in and encouraging humor, giving sufficient preparation and assistance for particular tasks, trying to promote interaction, co-operation, and sharing personal information among students, occasionally doing the unexpected, relating the subject with everyday experiences, and making learning task

challenges. In addition, this research study showed that motivational strategies are culturally dependent, and they raised the motivation of this group of students to learn the English language.

Sugita and Takeuchi (2014) conducted a study with the objective to examine the effectiveness of a cluster of motivational strategies. This study took place at a Japanese university with one instructor and 222 full-time undergraduate EFL students as participants. Data was collected through a self-report questionnaire that was divided into 4 sessions for 6 months. They showed a group of motivational strategies in the questionnaire and they asked the teachers to write the frequency of use of those strategies in classes and if those strategies motivate or not students. Another questionnaire was applied to students to know if they felt or not motivated when teachers used those strategies. The findings showed that the most effective strategies to motivate this group of college students were: starting the class exactly on time, making a clear explanation for class assessments and exams, providing individual support for each student, and providing some background knowledge/ supplement information. In addition, at the end of this study, the authors found that motivational strategies are culturally dependent.

Another research study held by Ruesch, Bown, and Pewee (2012) where the main objective was to compare students' and teachers' evaluations of motivational strategies used in the classroom. It was applied to 126 college students and 30 teachers. Data was collected through two questionnaires and a class observation with the application of a group of motivational strategies. For about 3 months, this study employed questionnaires to the participants to rank and evaluate the 49 motivational strategies that were used. After that, the authors were part of a class observation to discover if those strategies raise or not the levels of students' motivation. The most

important finding was that the most effective strategies were: setting a personal example with students´ own behavior, creating a pleasant, relaxed atmosphere in the classroom, present the tasks properly, and developing a good relationship with the students. The results also showed that motivational strategies are successful if the teachers apply these strategies in a proficient way.

Similarly, comparable results appeared in a research study developed by Shousha (2018) who investigated the perceptions of teachers and students toward 10 strategies at Saudi universities. The participants were 44 English language teachers and 165 Saudi female students in the preparatory year program. The collection of data was done through the application of 2 questionnaires, surveys, and a class observation to measure the perception of the participants to the strategies. The treatment had a duration of 18 days, and the authors first made a class observation to recognize how teachers applied the ten motivational strategies and to know if those strategies caused an effect on students' motivation. After the class, the questionnaires and surveys were applied to measure students' perceptions regarding to motivational strategies. In this study, from a group of ten strategies, only four had a positive effect on students' motivation, and those strategies were: developing a good relationship with the learners by showing interest, creating a pleasant and relaxed atmosphere in the class, presenting tasks properly, and increasing learners´ goal-orientedness. Although these strategies promoted the motivation of the students, their effectiveness relied not only on their application but also on external factors.

A little bit different results were showed in a research study developed by Bravo, Intriago, Villafuerte, Garzon, and Intriago (2017) in an Ecuadorian context. The aim of this study was to explore the different levels of motivation related to the frequency of use of a group of preselected learning strategies in 862 college students and 15 teachers.

The authors collected data through a questionnaire for the participants and a class-observation. For around one month, the authors applied a Likert-scale questionnaire to the students to explore the levels of motivation generated by the motivational strategies that were applied with them, and then, a class observation to corroborate if the applied strategies were effective or not in those students. The result in this research study was that the students prefer strategies related to technology such as: listening and singing songs, using didactic games and watching movies. This study also found that motivational strategies increase the grades and the motivation of this group of students.

3.1.4 The most used and effective motivational strategies for students in general.

Researchers have considered the analysis of motivational strategies in all language instruction levels as an important topic because motivation is an important element in language development. In the next studies, some advantages and disadvantages were reported.

Karimi and Hosseini (2019) accomplished a research study with the objective to know how teachers use a group of motivational strategies in their classes and how those worked on students. Data was collected through questionnaires and class observation with 10 EFL teachers and 100 students of different ages in an Iranian context. The treatment consisted of the use of questionnaires for both, teachers and students, to know if they consider motivational or not the group of preselected strategies. Then the two researchers observed the classes in order to see their effects. It has a duration of around 3 months. The motivational strategies that promoted students´ learning were: using real stories, branding and challenges, identifying clear benefits relate to students´ situations, contextualizing assessment exercises and scenarios, and tracking the completion of

learning and praising performance. Another important finding in this research study was that motivational strategies enhance learners' autonomy.

Other results emerged in a research study by Kormos and Csízer (2014), The main objective of it was to investigate the influence of motivational factors and self-regulatory strategies on autonomous learning behavior. It was conducted in a Hungary context with 105 different English language learners. The researchers collected data through a 5-point Likert-scale questionnaire and a class observation to measure the most important motivational factors in L2 learning with motivational strategies and to know the most used motivational strategies in that context. In the treatment, the questionnaire was first administered to the students, and later, the authors observed different classes with motivational strategies for one month. The most used motivational strategies that were reported in this study were: giving all students the opportunity to practice speaking in classes, preparing in advance interesting activities depending on students' age, and doing interesting tasks to avoid students´ boredom in the classroom. The results also showed that students raise their motivation depending on teachers' application of motivational strategies.

Another research study by Cheng and Dörnyei (2007) aimed to explore the motivational strategies employed by Taiwanese English teachers and to know how often they actually made use of them in their teaching. The participants were 387 teachers and around 545 students of different ages in a Taiwanese context. The authors made use of two rate-scale questionnaires with a set of motivational strategies and a class observation. For around 4 months, the authors undertook the first questionnaire to the teachers to describe degrees of importance of the presented strategies and the second questionnaire to describe degrees of the frequency in the use of the strategies. After that, a class observation to know how the strategies were applied and to realize their effects

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on the students. The results in this research study demonstrated that from the set of strategies, only six developed students' motivation. Those strategies were: presenting tasks properly, creating a pleasant classroom climate, promoting learners´ self-confidence and displaying motivating teacher behavior. The findings also demonstrated that after the application these motivational strategies, the students increased their autonomy in learning the English language.

Likewise, Mahmoodi, Kalantari, and Ghaslani (2014) developed a research study with the main objective of finding the self-regulatory strategies that are most frequently used by Iranian EFL learners in learning English. The settings of this study were institutes in Hamedan and Sanandaj, and the participants were 130 EFL learners of different ages. To collect data the authors used a Likert-scale questionnaire including 46 strategies and three class-observations. During five months, the questionnaires were applied to teachers to consult the rank of strategies´ use. Then, the class-observations were carried out to corroborate if those strategies presented in the questionnaires were effective and to observe the effect of strategies on students. The results showed that the most effective strategies in this context were: make associations between new English and other English that students already know realize English vocabulary that students do not understand and making activities to reinforce vocabulary, and using ways to make English learning more enjoyable. Finally, the results of this study showed that motivational strategies helped students' autonomous learning behavior.

A similar research study carried out by Moskovsky, Alrabai, Paolini, and Ratcheva, (2012) had as main objective to assess the effects of motivational strategies used by Saudi English teachers in a Saudi context. This study was applied in institutes of Saudi Arabia where the participants were 14 EFL teachers and 296 Saudi EFL students. The main instrument to collect data in this study was a Likert-scale

questionnaire to measure learners' motivational levels before and after the treatment. The experimental treatment involved class-time exposure to 10 preselected motivational strategies over an 8-week period. In the results the authors found that the most effective strategies were: breaking the routine of the classroom by varying learning tasks and the presentation format, showing students that you care about their progress, showing students that you accept and care about them, recognizing students' effort and achievement, being mentally and physically available to respond to your students' academic needs in the classroom, increasing the amount usage of the target language in the classrooms. Another important finding was that after the application of motivational strategies all the students increase their motivation in learning the English language.

4. Methodology

This research synthesis analyzes the motivational strategies that have been reported as the most effective and motivational on English learners. Therefore, it is important to know what strategies had been reported as the most effective and motivational after their application. That is why this investigation pursues to answer the next research questions:

1.- What motivational strategies have been reported as the most effective and motivational in the English classroom?

2.- What are the reported advantages and disadvantages after the application of these motivational strategies?

For this research, I analyzed different studies that examined and applied the different motivational strategies that are helpful in English classes to develop an environment where students feel motivated, learn adequately and generate significant knowledge of the English language. This exploratory research is focused on the strategies that have been used for students' motivation. Also, I analyzed what has been reported as advantages and disadvantages after the application of motivational strategies.

The approach of this study is qualitive because it is an exploratory bibliographic research. I reviewed different studies in scientific repositories such as: GlobalJournals.org, ResearchGate, ERIC, seas3, ScienceDirect, Google Scholar and Springer-Link.

The keywords for finding the studies were motivation, motivational strategies, intrinsic motivation, extrinsic motivation, and English-learners. The research studies

involved in this investigation were empirical research studies. I selected those studies in which the participants were students of the English Language in different parts of the world.

5. Analysis of the data

In the literature review, 15 research studies were used; these were coded in different categories. These studies were organized according to the most used and effective motivational strategies for children, teenagers, college students, and students in general. For the analysis of the data, the research studies were organized firstly for the year of publication to analyze and have a clear idea about the advances in investigations related to this study. Second, the studies were organized for their approaches to show the range age that the authors chose to focus on their investigations. Besides, to answer the research questions of this study, the most used and effective strategies of each study were taken into account. Finally, the reported advantages and disadvantages of each research study were also included.

Table 1
Year of publication of the research studies.

Year of publication	N° of studies
2014- 2019	8
2008 – 2013	5
2002 - 2007	2

N°= 15

Table N°1 indicates that studies were published more in the last 5 years than in previous years. This means that strategies to foster English learners' motivation become a research topic every time more and more interesting for people to investigate. Researchers of the last years (Karimi & Hosseini 2019; Shousha, 2018; Kakar & Pathan, 2017; Bravo, Intriago, Villafuerte, Garzon & Intriago 2017; Vibulphol, 2016) explained in their studies that investigations about strategies to foster motivation in

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English learners increase while time passes. Another important fact that this table also shows is that some researchers that made investigations from 2004 to 2008 (Ziyuan, 2004; Cheng & Dörnyei 2007) found and emphasized that there was no much information about strategies that help students to feel motivated in learning the English language.

According to the previous information, on one hand, we can affirm that in years before 2008, there was not much information related to strategies to motivate English learners. The lack of information at that time was a serious problem for researchers who did not have enough information to support their investigations. On the other hand, while time passes, it is important to affirm that people become interested in developing research studies related to strategies to foster students' motivation.

Table 2
Participants

Participants	Age	N° of studies
Students in general (Children, teenagers and college)	All ages	5
Children	7 – 12 years	2
Teenagers	13 – 18	3
College	19- 40	5

N° = 15

Table 2 shows the age range that different authors of the research studies chose to focus on their investigations, and it also shows the number of studies that were involved in each range. This table was divided into four categories: Students in general of all

ages, children students from 7 to 12 years, teenager students from 13 to 18 years, and finally, college students from 19 to 40 years.

Most Authors that focused on students in general (Karimi and Hosseini, 2019; Kormos & Csízer, 2014; Cheng & Dörnyei, 2007; Mahmoodi, Kalantari & Ghaslani, 2014; Moskovsky, Alrabai, Paolini & Ratcheva, 2012) decided to research about motivational strategies for all ages because they explained in their studies that it is a wide approach in which they can develop a wide investigation that is going to show motivational strategies for all kinds of students. Also, they considered these strategies will be helpful in classes for all teachers that are involved in the process of teaching the English language.

On the other hand, Wong (2014), and Nugroho and Mayda (2015) focused on children because these authors were involved with children in their jobs and according to their experience, they affirmed that children are very important in the process of learning the English language and that they need special strategies to be motivated. Also, they assured that, after the application of motivational strategies, they found that children really raised their motivation toward learning the English language.

Similarly, Sugita and Takeuchi (2010), Vibulphol (2016) and Kakar and Pathan (2017) focused on teenagers because they worked in an educational field close to teenagers and they realized that teenagers had a lot of problems in learning the English language. It made them consider teenagers as an important field of investigation to research strategies to motivate teenagers.

Finally, some researchers (Ziyuan, 2004; Sugita & Takeuchi, 2014; Ruesch, Bown & Pewee, 2012; Shousha, 2018; Bravo, Intriago, Villafuerte, Garzon & Intriago, 2017) also considered important to investigate the most used motivational strategies for

college students because they affirm that these students already have a certain average level of English. So, it makes easier for the authors to apply a larger range of motivational strategies. And also, these researchers assured that college students are more collaborative in the research processes.

In short, most research studies that were used in this investigation had been developed with the participation of college students and students in general. As the authors mentioned first, all college students are an important field of investigation because they are going to be professionals in few years; thus, it obligates teachers to maintain them motivated during all English classes. In this way, college students are going to learn better and generate a deep knowledge of the English language that will allow them to be effective and well-prepared professionals in the future. Besides, research studies of motivational strategies for students in general are also another important field of investigation because an English teacher has to know how to motivate all kinds of students by using different strategies that are helpful in the different classrooms. In this way, all students are going to be motivated all the time and teachers are going to be successful in teaching the English language.

Table 3

The most used and effective motivational strategies

	Type of motivational strategies	Effective motivational strategies	Kind of Students	N° Studies
	EXTRINSIC MOTIVATIONAL STRATEGIES	Offering rewards	**Children**	2
			Teenagers	0
			College students	0
			All ages	1
		Making sure students receive sufficient preparation, assistance, opportunities, and support.	**Children**	2
			Teenagers	2
			College students	2
			All ages	2
		Creating a pleasant, relaxed and positive classroom atmosphere.	**Children**	1
			Teenagers	2
			College students	2
			All ages	1
		Preparing in advance interesting activities.	**Children**	0
			Teenagers	0
			College students	1
			All ages	3
		Presenting tasks properly by using challenges and teachers´ support.	**Children**	1
			Teenagers	1
			College students	3
			All ages	1
	INTRINSIC MOTIVATIONAL STRATEGIES	Promoting, protecting and inciting: self-stem, confidence, and autonomy.	**Children**	2
			Teenagers	1
			College students	0
			All ages	1
		Developing a good relationship among students by learning as a whole class.	**Children**	0
			Teenagers	1
			College students	3
			All ages	0

N°= 7 (number of reported strategies)

Table 3 shows a list of motivational strategies that were reported as the most effective and used to motivate different groups of English language learners according to different authors´ investigations. This table also shows the number of studies for each strategy presented here, according to the different kinds of students (children, teenagers, college students, and all ages students). Additionally, table 3 also categorizes strategies into extrinsic or intrinsic according to Fen Ng, Kiat Ng, Deci's theories. The analysis of the research studies that were used in this investigation were developed through class-observations, questionnaires, and interviews. It is important to mention that Dörnyei (2008) developed an investigation to present a list of motivational strategies that all teachers can apply in their classrooms to motivate their students. Most of the researchers mentioned in this investigation based on the Dörnyei's list of motivational strategies.

1. The motivational strategy *"Offering rewards"* is considered more used and effective to foster motivation in children English learners (Wong, 2014; Nugroho & Mayda, 2015). This finding supported the investigations of Dörnyei (2001) in which he found that teachers can use this strategy with children because they prefer rewards as motivators to change certain behaviors, this is due to the fact of being children. He also suggested that some common rewards for children may be chocolates, candies, coins, stickers, etc. It is an important finding that will be very helpful especially for teachers that like to work with children. If they use this strategy, they are going to keep motivation in children continually. Finally, this motivational strategy is extrinsic because it requires external motivation to achieve something; in this case, the motivation comes from the teacher.

2. The motivational strategy *"Making sure students receive sufficient preparation, assistance, opportunities, motivation, and support"* was reported as the most effective and used for all kinds of students with the same amount of studies each one (Wong, 2014; Nugroho & Mayda, 2015; Sugita & Takeuchi, 2010; Vibulphol, 2016; Sugita & Takeuchi, 2014; Shousha, 2018; Kormos & Csízer, 2014; Moskovsky, Alrabai, Paolini & Ratcheva, 2012). This result is directly related to the external motivation theory that said that a great deal of human motivation comes from others rather than from the individual (Weiner 1994). In this strategy, teachers act as external factors who motivate students by making sure to bring all their students' sufficient preparation, assistance and support. As a consequence of the use of this strategy all kind of students are going to be motivated in the process of learning the English language. Lastly, this strategy is considered as extrinsic because it requires the teachers (external factor) to achieve and increase students' motivation in learning the English language.

3. The motivational strategy *"Creating a pleasant, relaxed and positive classroom atmosphere"* was considered as the most effective and used for teenagers and college students with the same amount of studies for each one (Sugita & Takeuchi, 2010; Vibulphol, 2016; Ruesch, Bown & Pewee, 2012 and Shousha, 2018). This finding confirms Ekin and Damar's investigations (2013) that explained that when there is a tense, unpleasant and negative classroom atmosphere, there is a powerful negative factor that demotivates students in the process of learning the English language. English teachers must be aware of this negative factor in the English classroom to avoid it and make their students feel in a comfortable environment to learn and increase their motivation. Ultimately,

this strategy is extrinsic due to the main source of motivation comes from the teacher who has to create a pleasant, relaxed and positive atmosphere in the English language classes.

4. The motivational strategy *"Preparing in advance interesting activities"* was found as the most effective and motivational for students of all ages.(Wong, 2014; Nugroho & Mayda, 2015; Sugita & Takeuchi, 2010; Vibulphol, 2016; Sugita & Takeuchi, 2014; Shousha, 2018; Kormos & Csízer, 2014; Moskovsky, Alrabai, Paolini & Ratcheva, 2012). Dörnyei (1994) developed a research study about strategies to motivate English learners and he found that when teachers prepare in advance interesting activities, such as using games, music, videos, worksheets, etc. the English students are going to keep their motivation during the classes. This finding is supported by Dörnyei 's aforementioned research. Also, if teachers want to maintain all students motivated during the English classes, they need to prepare with anticipation what they are going to present in an interesting way. In addition, as the motivation in this strategy comes from outside factors in this case, the teacher, it is an extrinsic motivational strategy.

5. The motivational strategy *"Presenting tasks properly by using challenges and teachers´ support"* was reported motivational and the most used for college students (Ziyuan, 2004; Ruesch, Bown & Pewee, 2012; Shousha, 2018). William and Barden (1997) explained that the support given by the teachers and the way in which they present the different tasks in the classroom by using challenges have an important and strong effect on students' motivation. It is true specially for college students because they are in a high level of learning in which challenges help them maintain motivation and interest in the English

language. Teachers should keep in mind that the challenges that they will use must be accompanied by support from them during class regularly. In addition, these challenges must include all students to maintain a total motivation in the classroom. Furthermore, it is an extrinsic motivational strategy because it arises from outside the English learner.

6. The motivational strategy *"Promoting, protecting and inciting: self-esteem, confidence, and autonomy"* was reported more effective and used on children than on other kind of students (Wong, 2014; Nugroho & Mayda, 2015). Cai, Brown, Deng, and Oakes (2007) explained that self-esteem, confidence and autonomy are affective and essential factors that all students of the English language must have in the process of learning. He also explained that teachers need to protect, promote and incite these factors all the time in the classroom to maintain children motivated in every class. Because children are the most vulnerable class of students and they are in their first years of learning English, they need to be motivated in every moment. In this strategy, teachers have the most important role in maintaining motivation because they have to protect, promote and incite self-esteem, confidence, and autonomy. Shaheen, Perveen, Noshaba, and Malikz (2013) defined that extrinsic motivation is given by outer elements such as the teacher while intrinsic motivation means self-motivation for doing and learning something in a language. As a result of the above mentioned, an important finding here is that this strategy is considered as extrinsic and intrinsic. Extrinsic because the external factor that maintains motivation is the teacher and intrinsic because self-stem, confidence an autonomy are personal aspects that depend on every student.

7. The motivational strategy *"Developing a good relationship among students by learning as a whole class"* was found as most effective to motivate college students (Ziyuan, 2004; Ruesch, Bown and Pewee, 2012; Shousha, 2018). Hussin, Maarof, and D'Cruz (2001) demonstrated that when there is good relationship among students, the classroom becomes more enjoyable and comfortable for learning and for keeping motivation. Also, students are going to collaborate among them as a whole class if there are doubts about the subject. It is considered as the most important strategy in the English learning of college students because this kind of students have a higher level of maturity which allows them to get along well with their classmates to explain something that was not understood in class and to collaborate among them. Thus, in this way every college student is going to maintain motivation and be successful in the process of learning the English language. This strategy is considered as extrinsic and intrinsic. Extrinsic because the motivation comes first of all from the teacher who has to develop good relationship among students by applying different activities such group work or pair work to motivate students to collaborate among them. And also, intrinsic because despite the help provided by the teacher, it needs of the own students' desire to develop a good relationship among them.

In conclusion, teachers can find a wide range of motivational strategies that they can use to foster their students' motivation. It is clear that no all the strategies are effective for all kinds of students at the same time. It depends directly on whether the students are children, teenagers or college. In this investigation it is also easy to realize that in some occasions not only all the strategies need the teacher's support to raise and

maintain motivation constantly, but also students' own desire to be motivated in learning English. Finally, it is important to mention that, all the strategies presented in this study are considered extrinsic strategies and that the strategies "Promoting, protecting and inciting: self-stem, confidence, and autonomy" and "Developing a good relationship among students by learning as a whole class" are extrinsic and intrinsic at the same time.

Table 4
Advantages and disadvantages

Advantages	N° of studies
Rise students´ motivation.	7
Use of motivational strategies in a variety of ways.	2
Promote learners' autonomy.	3

Disadvantages	N° of studies
Motivational strategies are culturally dependent.	6
Motivational strategies depend on students' English proficiency levels.	2
Motivational strategies depend on teachers´ application.	2

Table 4 indicates the advantages and disadvantages that were reported in each research study after researchers´ application of different motivational strategies with different kinds of students. Dörnyei (2007) explained that to motivate students, teachers can use a wide range of motivational strategies. He also said that teachers can find advantages and disadvantages in the process of learning the English language when they apply different strategies to motivate students. Therefore, it is important to indicate that

not all the motivational strategies are effective or present advantages in the process of learning. It will depend on different factor such as the kind of students, their age range, their level of English, etc.

Advantages

➤ One reported advantage is that motivational strategies *"raise students´ motivation"* to learn English language (Nugroho & Mayda, 2015; Ziyuan, 2004; Ruesch, Bown and Pewee, 2012; Shousha, 2018; Mahmoodi, Kalantari and Ghaslani, 2014; Moskovsky, Alrabai, Paolini and Ratcheva, 2012; Wong, 2013). Guilloteaux and Dörnyei (2008) mentioned that motivational strategies are considered as powerful tools that teachers can use to raise students' motivation in English classrooms. Those strategies can encourage students to be more participative and affect positively in their learning and achievement. This advantage is considered as the most important finding because it was found as advantage in most of the research studies used. Finally, it is also important because it shows that motivational strategies really help to motivate English students.

➤ Other reported advantage is *"Use of motivational strategies in a variety of ways"* (Sugita and Takeuchi, 2010; Kakar & Pathan, 2017). Schmid (2008) said that motivational strategies are flexible and versatile which means that teachers can use the motivational strategies in different ways such as in different contexts, with different kind of students, or using different class resources, etc. This is a key result for all English teachers because they can use the motivational strategies in diverse forms as Schmid explained. Finally, the most important of this advantage is that teachers can use the motivational strategies

with the different types of students that are part of the process of learning the English language.

> Another reported advantage is that motivational strategies*" promote learners´ autonomy"* (Cheng and Dörnyei, 2007; Kormos and Csízer, 2014; Bravo, Intriago, Villafuerte, Garzon and Intriago, 2017). Yang (1998) explained that learners' autonomy is essential in learning the English language because learners develop an understanding of their own learning process, and the ability to identify and set learning goals which will lead them to succeed in the process of learning the English language. Motivational strategies help to promote learners' autonomy.

Disadvantages

> The most reported disadvantage is that *"Motivational strategies are culturally dependent"* (Wong, 2013; Ziyuan, 2004; Sugita & Takeuchi, 2014; Cheng & Dörnyei 2007; Shousha, 2018; Vibulphol, 2016). Mishra (1985) expressed in his research study that motivational strategies are useful to English students since strategies raise students' motivation. However, he also said that a problem exists with motivational strategies because they are culturally dependent. It means that some motivational strategies are considered motivational in one place or society, but these are not in another place or society. This fact is true since all English teachers should constantly realize if the strategies that they are using suit students in their context or not, in order to use the right ones to motivate them to learn the English language.

> Another disadvantage is that *"Motivational strategies depend on students' English proficiency levels" (*Sugita & Takeuchi, 2014; Sugita & Takeuchi, 2010*).* Shaaban and Ghaith (2000) demonstrated that when teachers apply

motivational strategies in the classroom, the students' proficiency levels of English language really alter the positive effect of motivational strategies. They also said that if students do not have the same level of English, this could cause certain levels of dissatisfaction and demotivation in students when teachers apply motivational strategies. This result is a very important fact for English teachers since they must take into account the level of their English students before the application of any motivational strategy. Finally, since the positive effect of motivational strategies is affected or depends on students' English proficiency levels, teachers should be able to take into account in the first instance that they must even out their group of students and then apply motivational strategies that will give positive effects on students' motivation.

➢ The last reported disadvantage is that *"Motivational strategies depend on teachers´ application"* (Moskovsky, Alrabai, Paolini & Ratcheva, 2012; Nugroho and Mayda, 2015). Palmer (2005) explained and demonstrated that when teachers want to use a motivational strategy in the English classroom, they need to have a clear idea about what this strategy consists of. If teachers are clear on how a motivational strategy works and what is the correct process of applying that strategy, the consequences will be that the application of that strategy will raise students' motivation and also will have a positive effect on students.

In conclusion, it is very important to realize that after the application of motivational strategies in the English classroom, teachers can find not only advantages but also disadvantages. On one hand, after the application of motivational strategies, teachers can raise their students' motivation by using motivational strategies in a variety

of ways promoting learners' autonomy. On the other hand, after the application of motivational strategies teachers may face some disadvantages such as motivational strategies are culturally dependent, motivational strategies depend on students' motivation and motivational strategies depend on teachers' application. Finally, to overcome these disadvantages teachers should keep in their minds in every moment first that motivational strategies are culturally dependent and that not all strategies are useful in the all context. Second, teacher should know their students' English proficiency levels and even out them in the case that not everyone has the same scale, and lastly teachers should have a clear idea of what motivational strategies consist of to apply them in a proper way.

Conclusions and recommendations

The purpose of this research study was to analyze what motivational strategies have been reported as the most used, effective and motivational in different types of English students. For achieving this goal, I focused on the motivational strategies that were applied on different English classrooms in different contexts. Fifteen research studies were reviewed, and results from the analysis showed a group of seven motivational strategies *"Offering rewards, Making sure students receive sufficient preparation, assistance, opportunities, and support, Creating a pleasant, relaxed and positive classroom atmosphere, Preparing in advance interesting activities, Presenting tasks properly by using challenges, teachers´ support, Promoting, protecting and inciting: self-stem, confidence, and autonomy, Developing a good relationship among students by learning as a whole class"* that resulted as the most used and effective in different English classrooms. Additionally, the findings of this study presented different advantages and disadvantages that teachers faced after the application of the motivational strategies.

In conclusion, this study found that there are many motivational strategies that are effective and positive to foster the English learning process, and every teacher has to use these in class because many studies had demonstrated their effectiveness to motivate English learners. In addition, it is worthy to mention that before selecting the motivational strategies, teachers should be aware of factors such as students' culture and students' proficiency levels. The considerations of these factors will allow teachers to choose the proper ones that fit the students' intents and needs.

Some recommendations for further research are first, more research studies should be used to develop a similar research in order to have a wider range of motivational strategies that have been reported as the most used and effective. Second, more research studies need to be developed in an Ecuadorian context because there are few studies in our context.

Limitations

The main goal of this study was to analyze what motivational strategies were reported as the most used and effective to motivate English learners. An important limitation in this investigation was that most of the research studies used for the analysis focused on students in general and college students; there were just a few studies focused on children and teenagers. Another important limitation was that I found only one research study developed in the Ecuadorian context which limited me to obtain and present data about motivational strategies in our context.

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Appendix

	Author/ Year	Name of the study
1	Bravo, Intriago, Villafuerte, Garzon, & Arcia (2017)	Motivation and Autonomy in Learning English as Foreign Language: A Case Study of Ecuadorian College Students.
2	Cheng & Dörnyei (2007)	The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan.
3	Kakar & Pathan (2017)	Exploring the Motivational Strategies Practiced by Pakistani EFL Teachers to Motivate Students in Learning English Language.
4	Karimi & Hosseini (2019)	Teachers' use of motivational strategies: effects of a motivation-oriented professional development course.
5	Kormos & Csizer (2014)	The interaction of motivation, self-regulatory strategies, and autonomous learning behavior in different learner groups.
6	Mahmoodi, Kalantari& Ghaslani (2014)	Self-regulated learning (SRL), motivation and language achievement of Iranian EFL learners.
7	Moskovsky, Alrabai, Paolini, & Ratcheva (2012)	The effects of teachers' motivational strategies on learners' motivation: A controlled investigation of second language acquisition.
8	Nugroho & Mayda (2015)	Motivational Strategies in Teaching English as Foreign Language: A Case Study in Junior High School 7 Kuningan. English

9	Ruesch, Bown & Dewey (2012)	Student and teacher perceptions of motivational strategies in the foreign language classroom.
10	Shousha (2018)	Motivational Strategies and Student Motivation in an EFL Saudi Context.
11	Sugita & Takeuchi (2010)	What can teachers do to motivate their students? A classroom research on motivational strategy use in the Japanese EFL context.
12	Sugita & Takeuchi (2014)	Motivational strategies in EFL classrooms: how do teachers impact students' motivation?
13	Vibulphol (2016)	Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand.
14	Wong (2014)	An investigation of strategies for student motivation in the Chinese EFL context.
15	Ziyuan (2004)	The role of motivational strategies in English language learning: An investigation into the relationship between the student language achievement level at Jilin university and their motivational strategies.