

Assessing the Use of Motivational Strategies in English Language Instruction: The Case of Lafto Secondary School Grade Nine Students in focus

Miressa Amenu Terfa

Department of English Language and Literature, College of Social Sciences and Humanities,
Dambi Dollo University, Dambii Dolloo, Ethiopia.
Email: mirre4boni@gmail.com

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Abstract: *This study assessed the use of motivational strategies in language instruction at Lafto Secondary School. The study was aimed at assessing the use of motivational strategies in language instruction. The study particularly, tried to find out teachers' use of motivational strategies in language instruction. To this end, the study employed descriptive survey method, which involves both quantitative and qualitative methods. Accordingly, Lafto secondary school was selected through availability sampling. Then, all English Language teachers were selected from grade nine purposefully for the interview. In addition, data were collected from 60 randomly selected students from grade nine for questionnaire. Thus, descriptive statistics using frequencies and percentages were employed in analyzing the quantitative data and the qualitative data were analyzed qualitatively. Finally, based on the findings, the researcher recommended that working on the use of motivational strategies and should be used widely in the school so as to enhance students' performance. The results of the study revealed that even if the use of motivational strategies at Lafto secondary school was practically used but it has been given less attention to use some strategies frequently at the study school.*

Key Words: motivation, strategies, motivational strategies

Introduction

Motivation plays a critical role in the success of learning a foreign language since it's the primary dynamic stimulus that initiates a mental and physical activity and it is the driving force that maintains the desire in the long and exhausting learning process (Al-Mahrooqi R., Shahid A., Cofie C., 2012). This means motivation could be an internal state that arouses, directs, and maintains human behavior.

Motivational strategies are defined by Dornyei (2001b) as: Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it – in fact, almost any influence a person is exposed to might potentially affect his/her behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. (p. 27) Motivational strategies refer to instructional interventions applied by the teacher to elicit and stimulate student motivation. In other words, motivational strategies are methods that a teacher can use to increase learners' motivation (Dörnyei 2001a, p. 28).

Most of the motivational strategies proposed by Dornyei (2001b) are meant to be related to the language learners' general motivation in long-term course of second language acquisition. However, it has been substantiated through other studies that there is a close

relationship between the situation-specific motivation in L2 classroom and general, trait-like motivation (Dornyei, 2002; Dornyei & Kormos, 2000). Dörnyei (2001a, p. 25) believes that most learners' motivation can be improved. They are founded on Dörnyei and Ottó's process-oriented model (Dörnyei 2001b,p. 119). Motivating students can be performed in various ways and it is likely that at least one of the motivational strategies used by a teacher suits each learner (2001a, pp. 24-25).

The current study is a modified replication of Dörnyei (2001a) original survey to explore the range of motivational strategies that teachers can use to motivate their learners in language instruction. Thus, motivational strategies that have been adapted for the questionnaire and interview used in the current study have been revised on the basis of this. Therefore, this current paper aims to assess the use of motivational strategies in language instruction that teachers can employ to motivate their students' in Lafto Secondary School.

Research Question

- ✚ To what degree teachers basically use motivational strategies in the English language instruction?
- ✚ To what extent do English language teachers use persistently different motivational strategies?
- ✚ How does the teachers' motivational strategies use shape the students' classroom motivation in terms of the level of their attention and participation?

Objectives of the Study

General Objective

The general objective of this study is to assess the use of motivational strategies in language instruction to enhance student's engagement in learning English language.

Specific Objectives of the Study

The specific objectives of this study are:

- ✓ To make out the motivational strategies that basically used in the language instruction by teachers
- ✓ To describe how often English language teachers persistently use different motivational strategies in their classrooms to raise the students' participation?
- ✓ To examine how often teachers' motivational strategies use shape the students' classroom motivation in terms of the level of their attention and participation.

Research Design

Burns and Grove (2003, p.195) define a research design as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. Therefore, this study was designed as descriptive survey design which involves both qualitative and quantitative research methods.

Sample Size and Techniques

A sample, as the name it implies a smaller representation of a larger whole. Burns and Grove (2003, p.31) refer to sampling as a process of selecting a group of people, events or behavior with which to conduct a study. Polit et al (2001, p.234) confirm that in sampling a portion that represents the whole population is selected. Therefore, the target population of the study was grade nine students and English teachers at Lafto Secondary School in Dambi Dollo town - Qellem Wellega Zone. Thus, 200 grade nine students were selected through random sampling techniques, 4 English teachers who are currently teaching grade nine were selected through

purposive sampling. So, a total of 204 respondents were taken as a population of the study from Lafto Secondary School. So, the total population size was 204. But, the researcher has taken 30%, which is recommended by many scholars, of the total population from students i.e. 60 of them.

Source of Data and Population of the Study

The sources of the study were 60 grade nine students and (4) English teachers from Lafto high school which mainly focuses on assessing the use of motivational strategies in language instruction.

Study Population

The population in this study was ninth grade students and English teachers in Lafto secondary schools in Dambi Dollo. Random sampling method was employed to select the students' participants to allow the distribution of sample over the population and purposive sampling was employed for teachers since they have relevant practices and exposure for the topic of the study.

Data analysis

Since the purpose of the study was to assess the use of motivational strategies in language instruction at Lafto High School, descriptive research method was employed to make known the frequency of using motivational strategies in language instruction in the sampling school. Qualitative and quantitative methods of data analysis were used for the reason that in conducting this research both were essential. The data collected through different instruments were tabulated, coded and analyzed. A five-point Likert scale was used to measure the level and type of subjects' using motivational strategies. Such scale was used in the questionnaire to specify the level of the agreement or disagreement and the impotence of using motivational strategies. Following that, tables were prepared for each variable and appropriate percentages of variables were calculated.

The English teachers and students in Lafto secondary school were administered a series of questionnaires designed to identify the use of motivational strategies by the teachers in the EFL class and students too. Thus, data that were collected through semi- structured interviews and questionnaires were analyzed by organizing the data in tables, interpreted and discussed accordingly.

Results and Discussions

It is believed that without adequate use of motivational strategies even the cleverest learners are unlikely to persist long enough to attain any really useful language proficiency, while most learners with strong motivation can achieve a working knowledge of the L2, regardless of their language aptitude or any undesirable learning conditions (Cheng & Dörnyei, 2007).

The results indicate that, with a few exceptions, students and teachers agree as to how motivational they find various teaching practices.

Thus, this study aimed at assessing the use of motivational strategies in language instruction in the case of lafto secondary school. To gather appropriate data for the study, interview, and questionnaire were employed. Since, the teachers' use of motivational strategies in language instruction has pivotal role in enhancing students' motivation to foster students' engagement in language class, the results and discussions of teachers' frequency use of motivational strategies in language instruction obtained through questionnaire and interview and students' questionnaire responses were triangulated. Finally, the major findings that indicated the use of motivational strategies in language instruction were discussed under this section respectively.

Analysis of Data Obtained through Interview

Teachers' use of motivational strategies in language instruction

There were four English teachers who participated in interview so as to provide the researcher detail information about their use of motivational strategies in language instruction. Although all teachers agreed on the use of motivational strategies in language instruction, the researcher did not confirm with students questionnaire. And all the four interviewees (teachers) responded that without using motivation strategies, it is difficult to teach English as a foreign language and engage the learners in the learning activities. Therefore, regarding item 1, "how often do you use motivational strategies to motivate your students in the English language classrooms"? Four of the respondents replied that as they use always during language instructions. This implies that frequency of using motivational strategies have important and determining role in the learning process. Moreover, the language teacher has a significant function and role in giving motivation to the learner for learning language.

Regarding item 2, "Do you think that using motivational strategies is important to develop students' engagement in English class? According to the interviewees' response, all of them agreed on the idea of using motivational strategies so as to enhance students' engagement in English lesson. Because the interviewees recognized the importance of student motivation through which the students actively take part in English class. Relating to this matter, Ellis (1994, p. 508) says that "language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation". Motivational strategies influence that are consciously exerted to achieve some systematic and enduring positive effect. In line with this idea, they were asked, "how do you keep your students motivated during English language instruction? The teacher respondents replied that they keep their students to be motivated by providing them clear and simple lesson and by teaching things step-by-step in order to arouse students' interest towards the lesson and having good relationship with students. A good relationship between students and their teacher is one of the basic motivational conditions required in a classroom as suggested by motivational strategy literature (Dörnyei, 2007). Therefore, based on the data from the teachers, the English teachers seemed to be aware of and employed a range of strategies to enhance students' motivation and learning in their classrooms.

Concerning item4, "Do you think that creating a pleasant classroom atmosphere is helpful to promote students' motivation in the language instruction? Regarding this item four of the interviewers agreed that creating a pleasant classroom atmosphere is important strategies. Cheng and Dörnyei (2007) found that the importance of the classroom climate as a motivational strategy was placed highly by English language teachers.

Regarding Item 5, teachers were interviewed whether they encourage or motivate their students to set goals. Concerning the motivation or encouragement of the students to set learning goals, four of the teachers replied that "yes". The way they motivate/encourage their students is using one to five group formation strategy which is currently implemented at all educational levels in Ethiopia.

In general, the interview data showed that the teachers have good knowledge about the use of motivational strategies in language instruction and they all responded that without using motivational strategies it is difficult to teach foreign language and capture students' attention toward the lesson, assist the students to have good result and to attain their individual goals. Because paying attention to the use of motivation in language instruction process and developing, enforcing, and strengthening it, can be some

effective and helpful factor in the process of language instruction. Ellis (1994) sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated.

Analysis of Teachers' questionnaire

The researcher prepared questionnaire questions in which the selection of the strategies to be included in the questionnaires was based on Motivational Strategies in the Language Classroom by Do'nyei (2001a), and final version of the questionnaires was made of 13 motivational strategies for teachers and asked them to rate the frequency with which they used each strategy on a 5-point scale ranging from 1 (never) to 5 (always).

Teachers' experiences of using motivational strategies

Uses of motivational Strategies.	Always		Usually		Some times		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	%	F	F	%
1. How often do you use motivational strategies to familiarize the learners with the importance of English language	-	-	2	50	2	50	-	-	-	-	4	100
2. When you teach, how often do you teach things step-by-step?	4	100	-	-	-	-	-	-	-	-	4	100
3. How often do you introduce various interesting content and topics which students are likely to find interesting?	-	-	1	25	3	75	-	-	-	-	4	100
4. During your class, how often you regularly remind students that the successful mastery of English is beneficial to their future?	2	50	2	50	-	-	-	-	-	-	4	100
5. How often do you work on increasing students' self-confidence in language instruction?	-	-	-	-	3	75	1	25			4	100
6. How often do create a pleasant and relaxed atmosphere in the classroom?	-	-	2	50	2	50	-	-	-	-	4	100
7. During your class, how often do you show your enthusiasm for teaching English by being committed and motivating yourself?	4	100	-	-	-	-	-	-	-	-	4	100
8. How often do you encourage peer teaching and group presentation?	-	-	-	-	3	75	1	25			4	100
9. While you are teaching, how often do you encourage questions and other contributions from students?	-	-	2	50	2	50	-	-	-	-	4	100
10. How often do you create good relationship with the students?	4	100	-	-	-	-	-	-	-	-	4	100
11. During English class how often do you use arousal of curiosity to motivate the students?	-	-	2	50	1	25	1	25	-	-	4	100
12. During English class how often do you teach at a pace that is not too fast and not too slow?	-	-	2	50	1	25	1	25	-	-	4	100
13. How often do you encourage students to set learning goals?	-	-	-	-	2	50	2	50	-	-	4	100

The above table presents a brief explanation of each strategy that English language teachers use during their class. Accordingly, for the first item, 2(50%) of the respondents said “usually”, where as 2(50%) of them responded “sometimes” respectively. This indicates that motivation in language instruction does not only mean having a desire to start learning language but also includes willingness to make the required effort. Therefore, motivation in language instruction is directly connected with how much effort the learner and teacher are willing to contribute. According to Grander (1985), familiarizing learners with the importance of English language and learners’ disposition towards the target language is considerable influence on their learning achievement.

Regarding Item2, there is no doubt that the way the teacher presents the learning tasks bears a strong effect on how the students perceive the assigned activity. For this reason, all respondents replied that they always teach things step by step. This is confirmed with the interview question. This indicates that the teachers use motivational strategies in presenting lesson step by step so as to make the clear.

In item3, the teachers were asked if they introduce various interesting content and topics which students are likely to find interesting. Responses to this item disclosed that 1(25%) of the respondents usually introduce various interesting content and topics while 3(75%) of the teachers reported that they do it sometimes. This indicates teachers are not introducing various interesting content always due to the influence of the content of the text book. Anderman and Anderman (2010) suggest that teachers could make tasks interesting by using various types of tasks which could be challenging, include novel elements, and relate to the learners’ interests. In addition, Dörnyei (2001a) also points to a number of strategies which teachers could use to make tasks motivating such as identifying the purpose of the tasks and attracting students’ attention to the content of the task and giving entertaining examples makes the lesson more interesting.

Regarding Item 4, the teachers were asked whether they regularly remind students that the successful mastery of English is beneficial to their future. Responses to this item revealed that 2(50%) of them responded always where as 2(5%) of replied usually.

Concerning item5, 3(75%) of the respondents answered as they sometimes work on increasing students’ self-confidence where as 1(25%) of them responded as they rarely work on increasing students’ self-confidence. To maintain students’ motivation, teachers should build students’ self-confidence. Another strategy which a teacher could use to increase the confidence of the students is encouragement which could be defined as ‘the positive persuasive expression of the belief that someone has the capability of achieving a certain goal’ (Dörnyei, 2001a, p.91).

On the Item 6, 2(50%) replied usually, and 2(50%) replied sometimes to create a pleasant and relaxed atmosphere in the classroom respectively. This indicates even if respondents didn’t respond always, teachers are becoming more sensitive to this issue. Dörnyei (2001a) suggests some strategies which create a pleasant and supportive classroom atmosphere including the use of humor in the class.

Concerning Item7, 4(100%) of the respondents revealed that they do have enthusiasm and commitment which are found to be the main factors leading to success in the language teaching and learning process. Therefore, teachers’ responses revealed a significant effect of a good example by being committed and motivated to helping the students succeed in language instruction. This idea indicates that creating ‘beautiful image’ in students’ mind is really pivotal by being enthusiasm and commitment, by being role model for their students in the class and outside the class too.

The teachers were asked whether they encourage peer teaching and group presentation. Thus 3(75%) and 1(25%) of the respondents responded sometimes and rarely respectively. This show that peer teaching and group presentation are at optimal level to keep students feel safe and can stimulate their arousal which enables them to focus on their learning process and allows them to see their progress.

Regarding item 9, 4 (100%) of the respondents reacted with question as they always encourage their students to ask questions freely which is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding. Therefore, encouraging questions and other contributions from students is helpful to develop interest and motivate students to become actively involved in lessons and develop critical thinking skills. Cotton (2001) outlined these functions of questioning and states that ‘Instruction which includes posing questions is more effective in producing achievement gains than instruction carried out without questioning students’.

Under Item 10, teachers were asked whether the build good relationship with students or not. Responses to this item revealed that 4(100%) of the respondents pointed out that they understand the importance of maintaining a positive relationship with students. This shows that teachers’ maintaining a positive relationship with students was considered and found to be powerful and influential in increasing students’ motivation to learn English, gaining students’ attention, and in encouraging participation in the classroom activities. Teachers could create good relationship with the students by using some strategies such as accepting them, and paying attention to each students (Dörnyei, 2001a). Brophy (2004) also suggest that teachers should know their students by learning their names, greeting them, and spending some time with them. Therefore, the teacher, who respond to his/her concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, is more likely to inspire the students in academic matters.

Regarding Item 11, teachers were asked whether they use arousal of curiosity to motivate the students or not. Answers to this item revealed that 2(50%) of the respondents responded as usually, 1(25%) and 1(25%) reacted as some times and rarely respectively. This indicates that teachers are not using this motivational strategy even if curiosity motivation is based on the idea that students derive pleasure from activities through which teachers induce arousal.

Concerning Item12, 2(50%) of the respondents answered as usually, 1(25%) and 1(25%) reported as some times and rarely respectively. This shows that half of the respondents use different paces in their language instruction although half of them (50%) reported as they use usually. But a good pace helps students feel like they are moving along and helps a teacher hold the students’ attention. However, it is important that teachers are aware of how variations in pace can affect their learners’ motivation and learning, maintaining an appropriate learning pace for a group of students is a key part of good classroom management.

Regarding Item 13, 2(50%) replied that as they sometimes encourage students to set goal where as 2(50%) responded that as teachers rarely encouraged students to set goal. This indicates that teachers are not alert about the importance of encouraging students to set goals. Because goals are not only outcomes to shoot for but also standards by which students can evaluate their own performance and which mark their progress. Thus, both teachers appeared to be aware of the importance of ‘setting goals’ in order to motivate students to learn English. In this context Dörnyei (2001b) states that students make efforts to reach preset goals. Realistic goals help students to improve their performance. Realistic goals result in students’ performing more effectively. Short-term goals may result in more positive effects (Slavin, 2000).

Analysis of students’ questionnaire English teacher frequently uses of motivational strategies during English class.

	Always	Usually	Sometimes	Rarely	Never	Total
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	F	%	F	%	F	%	F	%	F	%	F	%
1. How often does your English teacher use motivational strategies to familiarize you with the importance of English language?	-	-	35	58.3	15	25	10	16.7	-	-	60	100
2. During English class, how often does your teacher teach things step-by-step?	-	-	40	66.7	12	20	8	13.3	-	-	60	100
3. To what extent does your English teacher introduces various interesting content and topics which you are likely to find interesting?	-	-	12	20	18	30	30	50	-	-	60	100
4. During English class, how often does your teacher regularly remind you that the successful mastery of English is beneficial for the future?	15	25	28	46.7	17	28.3	-	-	-	-	60	100
5. How often does your English teacher work on increasing your' self-confidence in language instruction?	-	-	-	-	25	41.7	35	58.3	-	-	60	100
6. To what extent does your teacher create a pleasant and relaxed atmosphere in the classroom?	10	16.7	20	33.3	30	50	-	-	-	-	60	100
7. During English class, how often does your teacher show his/her enthusiasm for teaching English by being committed and motivating him/herself?	25	41.7	15	25	20	33.3	-	-	-	-	60	100
8. How often does your English teacher give you enough time for practice?	-	-	22	36.7	20	33.3	18	30	-	-	60	100
9. While you are learning, how often does your English teacher encourage questions and other contributions from students?	30	50	22	36.66	8	13.33	-	-	-	-	60	100
10. How often does your teacher create good relationship with you?	45	75	15	25	-	-	-	-	-	-	60	100
11. During English class how often does your teacher use arousal of curiosity to motivate the students?	-	-	15	25	12	20	22	36.66	11	18.33	60	100
12. During English class how often does your teacher teach at a pace that is not too fast and not too slow?	5	8.3	12	20	35	58.3	8	13.3	-	-	60	100
13. To what extent does your teacher encourage students to set learning goals?	-	-	15	25	38	63.3	7	11.7	-	-	60	100

The above table shows that students' responses discussion how often their English language teacher use motivational strategies. To this end, item 1 was designed to obtain information from students if their teacher uses motivational strategies to familiarize the students with the importance of English language. To this end, 35 (58.3%), 15(25%), 10(16.7%) of them reported that they were motivated about the importance of English language by their teacher usually, sometimes and rarely respectively. This indicates that teachers understood the importance of English language and students' ideas also go with the teachers' questionnaire report.

In a similar way, students were asked (item 2) how often does their teacher teach things step-by-step in order to make the lesson clear and capture students' attention towards the lesson. 40(66.7%), 12(20%) of them responded that their teacher teaches usually and

sometimes respectively. This is also confirmed with the teachers' questionnaire. Whereas, 8(13.3%) of them reported as they were rarely motivated about the importance of English language.

With the idea of introducing various topic which students are likely to find interesting (item 3), 30(50%) of the respondents reported that as their teacher rarely introduce various interesting content and topics. This report indicates that the teachers did not use various contents which students are likely to find interesting But 12(20%) and 18(30%) of the replied that as their teacher introduce various interesting content and topics usually and sometimes respectively. Lightbown and Spada(2006,p.65) state that: "one way of encouraging motivation in the classroom is to vary the activities, tasks, and materials to avoid decrease in attention and increase in boredom among the learners."

In respect to Item 4, 15(25%), 28(46.7%), 17(28.3%) of the respondents answered always, usually and sometime respectively as their English Language teacher reminds them the importance of the mastery of English language during English class .

In the item number 5, 25(41.7%) and 38(58.3%) of the respondents reported that some times and rarely respectively. This point out even if encouraging students to develop self-confidence in language instruction is pivotal important, teachers did not make use of it frequently enough about the implication of providing students' regular encouragement and positive feedback to develop self-confidence in language instruction. In their analysis, Cheng and Dornyei (2007) describe that teachers can inculcate the "can-do-spirit" in their students.

Regarding Item6, 10(16.7%), 20(33.3%) and 30(50%) responded always, usually and sometimes correspondingly. This indicates that teachers have seen the importance of creating a pleasant classroom atmosphere so as to motivate the students in language instruction. Students agreed with the teachers' and also accredited the consequence of creating a supportive and soothing classroom environment in motivating them to learn English. However, there is still much to be done to make the class room atmosphere interesting as most of the students considered it and enjoy it in order to be motivated and to understand the lesson. Therefore, teachers can create a classroom environment that capitalizes on student interests and student engagement in the lesson through providing the right instructional behaviors and a well-organized lesson.

Concerning Item 7,25(41.7%),15(25%) and 20(33.3%) reported always, usually and some times which shows teachers have commitments and enthusiasms in teaching English language in the way that it motivate the students and catch their thoughts towards the target language. Because students' and teachers' commitment and enthusiasm were found to be the main factors which are leading to be motivated and success in the language instruction. According to Dörnyei and Ushioda, "Another factor which many believe to be the most important ingredient of motivationally successful teaching is enthusiasm (2011, p. 110)."

In Item8, students were asked whether their English teacher give them enough to practice language in the class or not. So, responses from students revealed that 22(36.7%), 20(33.3%), 18(30%) replied usually, sometimes and rarely respectively. But the teacher need to provide sufficient chances for speaking through which she/he monitors the amount of time they themselves spend talking and show genuine interest when students talk.

For statement number 9, half of the respondents i.e 30(50%) of them reported as their teacher encouraged them to ask questions and other contributions. Whereas 22(36.7%) and 8(13.3%) of the respondents responded usually and sometimes respectively. This indicates that teachers are very alert about this strategy to engage students with content encourage participation and increase

understanding which may lead to the students to be internalized in the lesson. So that questions inevitably generate good communication between teacher and students which is pivotal to increase students' participation.

Regarding Item10, 45(75%) responded always whereas 15 (25%) of them said usually. This indicates that the relationship between teachers and students should not be 'producer and consumer' in language classroom. The motivational impact of teachers on their students' learning process can be in positive or negative ways, which means that everything that teachers do and how they interact with their students in the classroom may affect their students' motivation (Lightbown & Spada, 2006)

With respect to Item11, 15(25%), 12(20%) of the respondents said that usually and sometime respectively. Whereas, 22(36.7%) and 11(18.5%) of the respondents replied that rarely and never respectively. This indicates that teachers did not give due attention this strategy which is very essential to be alert, attentive, wide awake. Curiosity could be defined as a tendency to be interested in a wide range of areas (Pintrich, 2003).

Regarding Item 12, 5(8.3%), 12(20%), 8(13.4%) of them replied that always, usually and rarely respectively. But more half of the respondents which means 35(58.3%) of them reported as their teacher sometimes use the same pace during English language class.

Concerning Item13, 15(25%), 38(63.3%), and 7(11.7) of them replied that usually, sometimes and rarely respectively. Even if this strategy is very important through which everyone has their own needs, and everyone should have their own proximal and specific goals to achieve their needs, it did not get concentration. "Motivation requires setting goals either by you or with others (Smith I, 2000)

Conclusions

The findings show that both teachers and students are in strong agreement in terms of the teachers' use of motivational strategies in the language instruction. Teachers come into sight to worth their role in motivating their students, and students also recognize this role to be important in motivating them in the language classroom. However, some of the motivational strategies are still need more attention which is not frequently used enough in the language instruction.

On the other hand, the teachers made it clear that a number of motivational strategies were not used frequently enough in class like motivating the students to familiarize with the importance of English language, and introducing various interesting content and topics which students are likely to find interesting has given less attention because they sometimes stick to the text book. Therefore, it seemed that there was a gap between the teachers' frequently use of different motivational strategies in language instruction.

Another noteworthy finding is that the students' responses about their language practice in the class which should be given enough time for them so as practice accordingly and the arousal of curiosity to motivate the students has given less consideration.

In conclusion, the quality of learning engagement in the language classroom does not depend on students' cognitive abilities alone, and it is also supported and influenced by using different motivational strategies to arouse their engagement in English language classroom, but teachers were less concerned with the use of different motivational strategies at similar usage of frequency since some of the motivational strategies were the most frequently cited strategy.

Recommendations

This study was to assess the use of motivational strategies in the English language instruction. Thus this study was conducted to give some insights into the use of motivational strategies at Lafto Secondary School and it may provide helpful knowledge and information for further research that should thus be conducted to find ways to improve and maintain students' motivation better so that the students' engagement in learning and outcomes would be ensured.

The research also obtained the data from 4 English language teachers and 60 students. So, it is recommended a larger sample size with a longer time frame that should be comprehensive to increase the degree of generalization of the study and in order to make the findings more valid and reliable.

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