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**Dörnyei's Motivational Strategies in the English classroom**

By

Karen Fabiola Gutierrez Rosales

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Tutor:

Dr. Albert Francisco Sánchez Alvarado

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¡A la libertad por la Universidad!

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### **Abstract**

Learning and teaching English as a foreign language is a huge challenge to students and teachers in high school. Teachers face the difficulty that most of the students are not motivated to learn this language and students are not aware of the importance of the acquisition of it. The purpose of this research was to instruct ninth-grade students from Silvano Matamoros high school with motivational strategies purposes by Zoltàn Dörnyei and then identify which strategies students find out most useful to help them to boost their motivation in the English classroom.

The finding suggests that students find out most useful some strategies than others and these gave teachers a guideline of those motivational strategies that could be instructed by them in the English classroom.

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# **Dörnyei's Motivational Strategies in the English classroom**

## **1. Research Scope**

### **1.1. Introduction**

This research is carried out by a fifth-year student of the English Major at UNAN – MANAGUA University from the Saturday program. This study identifies the main motivational strategies proposed by Zoltán Dörnyei. Teachers and students find these strategies useful to be implemented in the English classroom to enhance ninth-grade students' motivation at Silviano Matamoros School in Managua.

Nowadays, motivation is seen as one of the most important elements in the acquisition of English as a foreign language because it is linked to student's behavior or attitude which carries students' desire to persist in the English language learning process. Most students from high schools in Nicaragua are not interested in learning English. They have bad perceptions of the language which makes students not to be interested in the English classroom.

Lack of motivation in the English classroom makes teaching English as a foreign language in high schools a huge challenge for the teacher. This study wanted to determine the role that motivation plays in English learning and find out strategies to help teachers to increase their students' motivation. Students have to achieve the goal of learning this language.

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### **1.2. Rationale**

This research is focused on Dörnyei motivational strategies that could be instructed in the English classroom and in those strategies that students find useful to be implemented in the English classroom to motivate them during the acquisition of English as a foreign language. Motivation is one of the most important elements for learning the English language proficiently. Therefore, it will reflect why this research is being done, how it will contribute to the learning process, and the benefits that it is going to bring to students and teachers.

This research is conducted because students in high school are not motivated to learn English and they show negative behavior linked to the class. This lack of attention affects both their grades and their learning process; therefore, students forget how important it is to learn English nowadays.

The contribution of this research is focused on motivational strategies that could be instructed in the English classroom to help boost students' motivation to improve the language learning process. In addition, this study identifies which motivational strategies students find out most useful to inspire them.

The main beneficiaries of this research will be students of schools because teachers will instruct strategies to promote their motivation. These strategies are going to awaken students' interest in, the moment they will be taking English classes.

In conclusion, the different motivational strategies that will be approached in this research will contribute to the learning process and motivation of students. This contribution will promote the acquisition of the English Language to help students obtain greater development and academic performance in the classroom.

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### **1.2.1. State of the Art**

Talking about motivation and strategies to enhance students in the English learning process is not an unknown topic. Researches show that this problem has affected the English process many time and studies to find strategies to help students and teachers to improve it has been widely investigated.

In Nicaragua, it is difficult to acquire a high level of English language in high schools. According to Zamora & Hernandez (p.14, 2011) in Nicaragua, the level of motivation that students have to learn English is weak, and students who finish school are not competent to speak the language. English is still difficult to learn and one of the main factors that contribute is demotivation.

Teachers play an important role in English language learning due to this they are one of the factors affecting the acquisition of it. The research Factors affecting students' Motivation in learning English (2020) involved factors like "shyness and teachers' uncertainty about a lesson" as factors affecting students. Learners were also demotivated when teachers are bored, put a lot of pressure on students, and show a lack of pedagogical skills.

Researches show the important role that motivation plays in the acquisition of a new language. Nugroho & Mayda (2015, p.85) stated that motivation is a determinant factor in success in English learning because it establishes the predisposition or personality characteristic that a person could have toward the English language. Motivation can determine the positive or negative attitudes that a student can get during the acquisition of the English language.

Student motivation is linked with how successful a student can be in the language. Masgored & Gardner (2003, p.163) established that just a motivated student is going to work harder, has goals, takes responsibility, and enjoy the process of learning English. "Motivation and achievement" are directly related (Chen & Feng, 2009, p.93). In short, those people that are successful in the language or accomplish the high quality of the language because of the positive motion or attitudes they have in the process.

Previous studies also establish different types of motivation which are applied in the classroom by students. According to Gardner & Lambert (1992), motivation is divided into



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instrumental and integrated. Integrated motivation enhance students to learn about the language to understand the culture of the people and instrumental motivation works to fulfill a requirement. In addition, Hayamizu (1997) classified motivation as intrinsic motivation which is related to behavioral performance, and extrinsic motivation with self-determination.

Motivation is one of the main problems in English learning, for this reason, researchers have focused on the factors that cause demotivation. Matsumoto (2011) emphasizes that teachers are one of the demotivating factors affecting learning. One reason mentioned is that they do not have the appropriate level and materials to teach. The paper, Factors Affecting Learners' Motivation in English Language Education (2010) mentioned that teachers' feedback influences students' motion. In short, Teachers are seen as one of the main elements that affect students.

To minimize demotivation in the classrooms, researchers have been assessing strategies that could be implemented in the classroom to help learners. The paper, Motivational strategies in teaching English as a foreign language (2013) proposed strategies like student integration in the class, reducing classroom anxiety, and promoting attribution to effort rather than ability. The research The Roles of Learns' Motivation in English Language learning at the Tertiary Level in Bangladesh (2020) mentioned strategies such as a friendly atmosphere, pairing, and group activities, connecting language with students' interests, and personalizing the classroom environment. These strategies are proposed to awaken students' interest in the class and protect their motivation.

The need to know strategies that could be implemented in the classroom has made people research more every day about this topic. Cheng & Dörnyei (2007) conducted a study about the use of motivational strategies in language instruction. It established teacher behavior, classroom climate, and student confidence as the main strategies that should be implemented in the classroom to enhance motivation.

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### **1.3. Objectives**

#### **1.3.1. General objectives**

To determine the usefulness of Dörnyei's motivational strategies in the English classroom of ninth-grade students in the morning shift of Silviano Matamoros School.

#### **1.3.2. Specific objectives**

- To instruct EFL students of ninth grade in the use of Dörnyei's motivational strategies model to encourage learning classroom.
- To identify which Dörnyei's motivational strategies students find out to be most useful to motivate them in the English classroom.

#### **1.3.3. Research questions**

1. What motivational strategies should the teacher instruct students?
2. Which Dörnyei's motivational strategies are most useful in the English classroom?

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### **2. Theoretical framework**

#### **2.1. Definition of motivation**

Motivation is seen as one of the most important factors to success in English learning. In their studies, Riyanti (2019) & Alizadeh (2016) agree that motivation is an internal drive that inspires people to take action to do something to achieve an objective or a goal. This means that motivation is what pushes people to make something to succeed.

Motivation is a process in which are many factors involved. Garner's model of motivation described it as a complex process that requires effort, a favorable attitude, and the desire to be successful. Motivation in learning English covers, the effort people do toward their aim, their work or trying to learn the language, the desire to do so, and the contentment experiences in this task (Gardner, 1985).

Some researchers agree that motivation is related to people's energy. It determines human behavior by energizing, and giving directions to achieve their dreams. Its energy or drive moves people to do something by nature (Han & Yin, 2016).

Studies related motivation with people's psychology. Chaluan (2022) defined motivation as a social physiological factor that is used to account for people's success. They remarked that those people who are motivated learn faster the English Language, and motivation is a criterion that makes each other different. Motivation is a factor or circumstance that leads to acting in a particular way (Xiao, 2013, p.256). Motivation enhances people to be successful or not.

No definition can cover all the aspects related to motivation. Nonetheless, Zanghar (p.2, 2012) points out that the majority of the research agrees that motivation is focused on people's conduct which enhances taking a decision or certain action with effort and perseverance to achieve an objective.

#### **2.2. Types of motivation**

Studies are found different types of motivation which are related to the needs that students have to learn another language. Hong & Ganapathy (2017) talked about Gardner & Lambert's theory which classifies motivation as integrative and instrumental motivation. On the other hand, Ryan & Deci (2000) in their research; the "What" and "Why" of goals

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pursuits: Human Needs and Self Determination of Behavior determine motivation as intrinsic and extrinsic.

Other studies, described initial and sustaining as aspects of motivation in which initiative is the desire to start to do something and sustaining the effort someone makes to continue due something. Harmer (1991) categorizes motivation into short-term goals and long-term goals. He claims that short-term goal is related to having good grades or passing an exam and long-term with the wish to communicate with other people or have better opportunities.

### **2.2.1. Integrative motivation**

Those people that learn English to be part of the culture of this language are classified as integrative learners. Integrative motivation is defined as the drive to deep into English culture. It means that people want to learn about the English language community and become part of this group (Brown, 1994). People who want to become bilingual and at the same time bicultural are represented by integrative motivation in which people add another language and culture to their own identity (Oroujlou & Vahedi, 2011)

Students with integrative purposes show a high level of motivation toward English language acquisition. Gardner (1985) stated that integrative motivation is the most effective type of motivation because includes cognitive variables and goal-oriented strategies that are important in the learning process. In short, integrative motivation covers people who have a positive attitude towards the target language group and the desire to be part of this group and interact with them.

### **2.2.2. Instrumental motivation**

Instrumental motivation involves functional reasons. Tony (2013) claimed that instrumental orientation is the aim that people have for learning English just for a pragmatic reason, some examples given are a better job or a higher salary. Saville (2006) conceptualizes this type of motivation as a practical value to increase learners' career or business opportunities or just pass a course of their study in school.

Instrumental reasons are selected by many students more than integrative even though those with integrative reasons are more successful in language learning (Oroujlou & Vahedi, 2011). Furthermore, the instrumental method emphasizes the importance of utilitarian objectives with the aim or hope to obtain a tangible result (Zanghar, 2012). In

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conclusion, instrumental motivation points to obtaining something practical or concrete for school, a job, or higher status.

### **2.2.3. Intrinsic motivation**

Intrinsic motivation is about doing something because it is interesting or enjoyable. According to Dung, Lanh & Ha (2021) intrinsic motivation is an active engagement that covers people's need to feel competent and self-determined. It is the motivation that someone needs to do something to cover their own sake, for the sheer enjoyment of the task itself (Hennessey, Moram, Altringer & Amabile, 2014). In addition, Matsuzaki (2005) introduced "endogenous attribution" (p.43) as the action to learn English without a specific reason but people enjoy the process. This is linked with intrinsic motivation. Briefly, intrinsic motivation refers to an internal drive to achieve personal interests such as a dream job or great opportunities.

### **2.2.4. Extrinsic motivation**

Different from intrinsic motivation is extrinsic motivation. It is about doing something because it leads to a distinct achievement. Dung, Lanh & Ha (2021) described extrinsic motivation as something that comes from learners outside to get a reward like money or have good grades. According to Ryan & Deci (2000) students who do homework only to avoid their parents' punishment rather than find it interesting, are extrinsically motivated because they are doing it just to avoid parental sanctions. People that have exogenous attribution have external reasons to study English such as for careers (Matsuzaki, 2018). In summary, extrinsic motivation is linked with external factors that make learners do activities to complete a task to get or avoid a sanction. For example; passing an exam or future travel.

## **2.3. Factors affecting students' motivation**

In the process of learning English as a foreign language, students face negative factors that affect directly learners' motivation. Ekiz, S. & Kulmetov, Z. (2016) claim that there are three main factors affecting students' motivation: parental factors, teacher attitude, and classroom environment. Parental factor includes the lack of support that parents give to their children. One of the reasons why parents do not help students is that they see as unnecessary the acquisition of the English language. This research emphasizes that teachers can be a negative influence on students. Examples; Teacher's shyness, pressure on students,

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and lack of pedagogical skill. The environment is the last element mentioned; students feeling in the classroom, classmates' jokes when someone speaks English, low attendance in the classroom, and boring material or activities are part of the factors related to the environment. To sum up, demotivation not only is linked with the education that students received as well is linked with parental factors.

On the other hand, students cause demotivation. Students see English as a force subject taught in school instead of as an opportunity to be successful. Riyanti (2019) emphasizes that school demands to students learn English but students that students feel obligated to learn it because they do not have a strong reason to learn.

Students think that English is not a worthwhile language because they do not see outside the classroom how these classes are going to help them in their daily life. Students see English as a class that they have to take just to complete a requirement, not as a class that is going to help them to achieve goals in the future.

As mentioned before, teachers' methods are linked with the lack of motivation that students have in the classroom. Ekiz & Kulmetov (2016) described teachers' feedback as one of the main demotivated factors. Also, parental factors such as socioeconomic status, parents' education, or occupation influence students' success. Classroom size, learning tools in the classroom, and physical conditions are part of environmental problems affecting students.

Many students feel forced to take English classes, which means that they have a negative perspective of the language. Even so, the research factors affecting motivation in language learning (2017) stated that most students have a moderate attitude toward English which means that they are interested to learn it. They feel the English language is difficult and stressful when they have to practice and be exposed to their classmate's laugh so they prefer not to be part of the activities developed in the class. In short, students with positive attitudes will have better motivation levels and higher achievement in the language compared to those with negative behavior.

### **2.4. Teacher's role in student motivation**

Students see teachers as a sample of success that's why is important the role they play in motivating students in the English learning process. Research has shown that teachers are mental supporters, mentors, and ideal models of the language. They engage

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learners to persist in the process of English (Singh & Prasad, 2021). Teachers give students the security that they go in the right way to learn.

Research has shown that motivation is divided into three sets and teachers are the main authors to carry out these three components. According to Dörnyei (1994), there are three components of motivation “course-specific motivational, teacher-specific motivational, and group-specific motivational” (p.277). The first one comprehends the teaching material, teaching method, and learning tasks. The second one is about teachers' behavior, teaching style, feedback, and the relationship between teacher and student. The last set involves the dynamic that exists in the group and the environment in the classroom. In short, this component of motivation cannot be developed without teachers because each one is related to them since the material that is brought by them until the efforts that they make to create a positive environment for students.

### **2.4.1. Teacher as a facilitator**

The teacher's role as a facilitator is to manage activities in the classroom and help learners to plan their learning in the short and long term. As facilitators teachers are aware of the importance of resource materials for the students (Bajrami, 2015). Teachers have to direct and support students in learning for themselves as self-explorers. Teachers are in charge of developing the best learning environment which reflects the students' life in intellectual and linguistic occurrences (Archana & K, 2017). As a facilitator, teachers should lay a strong foundation for their personal growth.

### **2.4.2. Teacher as an assessor**

The role of the teacher as an assessor is to give continuous support to students. Naibaho (2019) claims in his research “Teacher's roles in English language teaching”; the teacher has to offer students feedback and give them indications when they are doing something good or bad because this is what students expect from teachers. Someone mindful of his or her process. Assessing students allows teachers to know where the students are, where they need to be, and how to get them there.

### **2.4.3. Teacher as a monitor**

In this stage, the teacher works as a manager. The teacher observes, noting the student's participation, and decides when to finish or to change the activity that is being developed in the classroom (Johnson, 1998). According to Coskun (2016), the monitoring

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role of the teachers is to check the interaction between them and students. They guide students in terms of asking questions, exploring options, suggesting alternatives in an activity, and encouraging them to develop criteria to make choices.

### **2.5. Strategies definition**

Strategies have different definitions according to the field there are applied. Strategies in the educational field are defined “as a plan for a lesson(s) which include the structure of desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy” (Sarode, 2018, p.58).

The term strategy refers to a series of actions that have the objective to solve a problem or many problems. According to Rodriguez (2007), strategies are a set of activities decided by the teachers as a guideline for their intervention in the classroom.

### **2.6. Motivational strategies definition**

Research has presented different definitions of motivational strategies in the classroom. According to Ziyuan (2004) “motivational strategies are used to increase student involvement and to save the action when ongoing monitoring reveals that progress is slowing, halting, or backsliding” (p.47), it means that these strategies will help the teacher to enhance motivation on those students that are not interested in the English language learning. According to Dörnyei (2001), motivational strategies are defined as the method or techniques to generate and maintain the learner's motivation.

Motivational strategies not only have a meaningful impact in the classroom but also outside it. Takeuchi & Sugita (2010) defined motivational strategies as “techniques that promote an individual to achieve something” (p.03), with some systematic and enduring positive effects inside and outside the classroom. Cirocki, Soto, Rojas & Honores (2019) claimed that motivational strategies are techniques, tactics, or interventions that enhance and maintain ongoing motivated behavior in students in the classroom but outside it too. In short, these strategies not only help learners when they are exposed to the language in English classes but also when they are in their houses or another place different from the classroom.

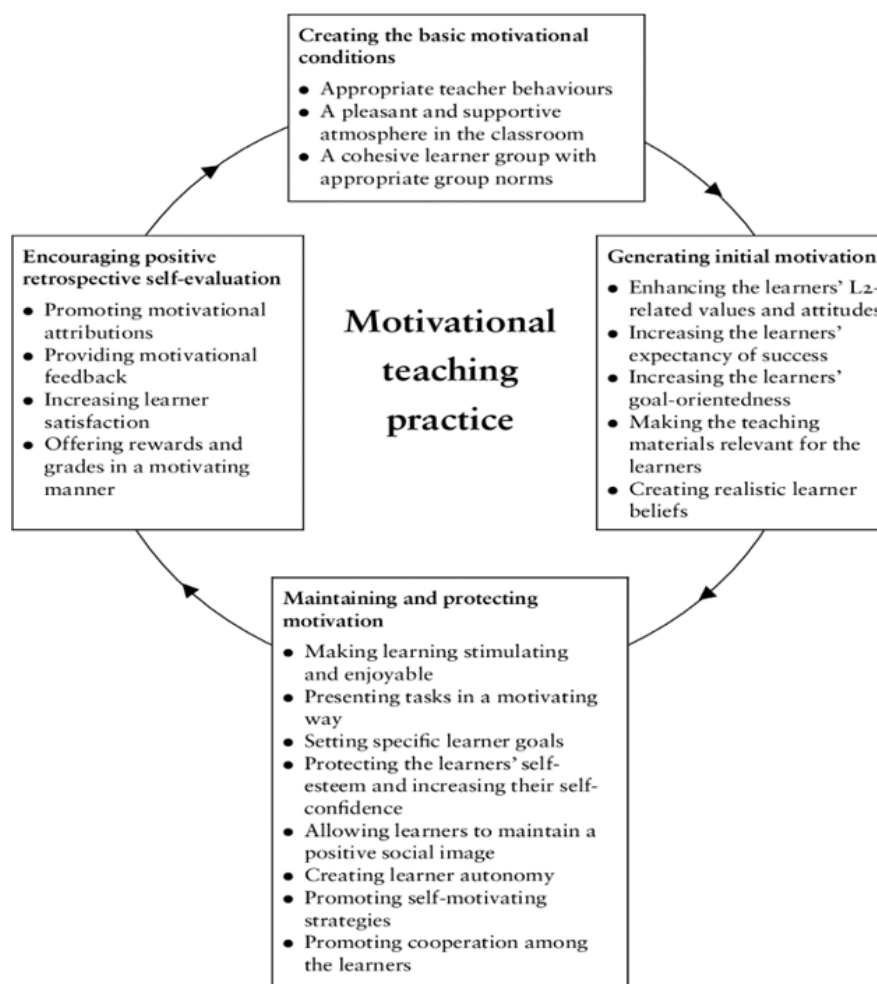


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### 2.7. Dörnyei's motivational strategies

Enhance Motivation in the English learning process is a complex problem that has been studied for many years to find a potential solution to the issue. Many researchers established different strategies that teachers can implement in the classroom to increase learners' motivation, but Zoltàn Dörnyei is generally recognized as the preeminent researcher in motivation in language learning (Bankier & Wright, 2012)

The most systematic attempt to date and produce such a taxonomy was made by Zoltàn Dörnyei. According to Guilloteaux & Dörnyei (2008), motivation is divided into four dimensions: creating initial motivation, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation



The Components of L2 Motivational Teaching Practice (Source: Dörnyei, 2001, p.29)

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### **2.7.1. Creating initial motivation**

It is claimed that before implementing strategies in the classroom it is necessary to create motivational conditions. Dörnyei & Ushioda (2001) established three motivational conditions. Everything teachers do in the classroom can motivate or demotivate students. Teachers must create a good relationship with their students to create a pleasant and supportive environment. A climate that includes group norms such as tolerance and respect to make students participate without the fear of being exposed to an embarrassing situation when they make mistakes. It is not only implementing strategies but also creating the conditions for them to work.

Studies have pointed out other important conditions before implementing Dörnyei's motivational strategies. According to Agreda (2007) it is necessary to create collaboration and interaction between students to lower anxiety levels. Although, it is mentioned that teacher should show their enthusiasm for the lesson and share it with the students because it shows teachers care about their learning.

### **2.7.2. Generating initial motivation**

Talking about generating is making something cause something to exist (Cambridge dictionary). Van & Ngoc (2019) emphasizes that after creating initial motivation, teachers have to generate a positive attitude toward English learning. Some strategies mentioned are; enhancing students' language value and creating realistic student beliefs. "Student's motivation is not automatically there" (Dörnyei, 2001, p. 50). Teachers have to find ways to encourage learners' interest in English learning. Some strategies mentioned by Dörnyei (2001) are; teachers have to implement the interaction between native speakers and students. The material which is used in the class should be interesting and has to show students why is useful in their daily life the topic given.

### **2.7.3. Maintaining and protecting motivation**

Maintaining motivation is difficult because students face situations that demotivate them in the classroom like boring or difficult tasks. Dörnyei (2021) suggests three main strategies to maintain motivation which are related to the tasks in the classroom. Firstly is breaking the monotony of the task. Teachers have to vary the activities in the classroom but also, the material, and classroom organization. Secondly, make the task interesting by creating challenging material. Some examples are; crosswords, puzzles, discovering

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something, or finding hidden information. Another way to make the material interesting is by matching it with events from the youth culture. Thirdly is about creating situations that required the active participation of the students. Those activities should be implemented to maintain and protect learners' motivation.

### **2.7.4. Encouraging positive retrospective self-evaluation**

Self-evaluation is about students' responses to their past performance. In this last part of the motivational dimensions, teachers help learners to consider their achievement from a more positive perspective. Some of the strategies suggested by Dörnyei (2021) to encourage–evaluation are; promoting attributions to the efforts that students do in the classroom. Although, monitor and, recognizing students' accomplishments and progress in the English learning process will increase their satisfaction.

One strategy that is highlighted in this dimension is teacher feedback to students. Dörnyei (2021) emphasizes informative feedback as the most effective way to give positive comments to students. This type of feedback involves positive, descriptive feedback about the learner's strengths, achievements, progress, and attitudes. One of the most important strategies to encourage positive self-evaluation is by giving informative feedback.

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### **3. Method design**

#### **3.1. Type of Research**

The present study used a qualitative research design. Qualitative research focuses on thoughts, concepts, or experiences about how people make sense of the world (Ospina, 2004). According to Bogdan & Knopp (1998), the aim of a qualitative researcher involves the provision of care and detailed descriptions. Additionally, studying individuals and events in their natural setting. Qualitative research is especially effective in obtaining specific information about opinions, behaviors, and social contexts. It is categorized as a critical research design because it is associated with social goals.

To validate the data found in this research, we use triangulation. According to Griffiee (2012,). "Researchers use triangulation to validate data collections in instruments and meet the charge of subjective bias from single methods or studies" (p.132). This study makes use of student questionnaires and teacher interviews as instruments to collect data. Both instruments cover information related to motivational strategies to validate the data and saw the match that it data had between teachers' and students' perspectives of the motivational strategies.

#### **3.2. Population and sample**

The population of this study consists of 30 ninth-grade students from the morning shift at Silviano Matamoros School. The sample of this research was selected purposefully to obtain reliable information. This type of sampling was chosen according to the type of research that is carried on.

The sample of this research was 15 students. They were 9 women and 6 men. To choose these students there were taken into account some characteristic such as; they were ninth-grade students from Silviano Matamoros School, they have a negative attitude in the class, they were between the ages of 14 and 15 years old, and those students that were agreed to participate in the questionnaires.

#### **3.3. Data collection techniques**

The instruments used to collect the data was closed-ended interview and questionnaires. The closed-ended interview was applied to the teacher in charge of the ninth-grade students and the questionnaires were applied to the sample that consist of 15 students.

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These types of instruments were selected according to the type of research. Mackey & Gass (2005) mention a wide of techniques used for data collection in qualitative research such as ethnographies, interviews, questionnaires, diaries, journals, or case studies.

### **3.3.1. Validation of the instruments**

The teachers in charge to validate the student's questionnaires and the teacher interview of this research was from the English department who is Geraldine Lopez Darce M.A in TESOL, Sandra Rios Sotelo M.A. in TESOL, and Yelsin Ramirez Cruz M.A. in TESOL.

To validate these instruments the teachers used a chart as a rubric. This rubric has four categories which are; coherence, clarity, relevance, and sufficiency. In this table, they had the option to classify each item from 1 to 4. Number one represents; does not meet the criterion, number two; low level, number three; moderate level and number four; high level.

### **3.3.2. Students' Questionnaires**

Questionnaires as data collecting are popular research techniques in many fields including education. According to Griffee (2012), questionnaires are several questions related to a research topic. Additionally, questionnaires are used to collect data about students' thoughts or beliefs about certain issues. The questionnaires applied to the students contained closed-ended items to obtain quantifiable data. This type of item made students choose between the four options given.

### **3.3.3. Teacher's Interview**

The interview can be defined as a technique that the researcher used to know more about an issue as opinionated by the person being asked. Ok & Kwan (2015) defined interviews in qualitative research as "attempts to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences, to uncover their lived before a scientific explanation" (p. 32).

The interview was applied to the teacher to know which of the strategies instructed in the English classroom they found most useful to be implemented in the classroom. The type of interview applied was a closed-ended interview to get reliable data and do not deflect from the topic.

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### 3.4. Research matrix

Specific objectives	Variables	Sub- variables	Indicators	Instruments
To instruct EFL students of ninth grade in the use of Dörnyei's motivational strategies model to encourage learning classroom.	Dörnyei motivational strategies	Creating initial motivation	The teacher pays attention and listens to the students  Teachers promote interaction, and cooperation between learners in group work.	Questionnaire
		Generating initial motivation	The teacher brings relevant teaching material	
		Maintaining and protecting motivation	Vary the learning task	
		Encouraging positive retrospective self-evaluation	Encourage positive self-evaluation in the classes.	
To identify which Dörnyei's motivational strategies students find out to be most useful to motivate them in the English classroom	Dörnyei motivational strategies	The teacher pays attention and listens to the students	Remember students name Greets and smiles at students Asks about students' interests. Ask about the student's personal life.	Interview
		The teacher promotes interaction and cooperation	Group work. Pair work. Collaboration between the whole groups. Teacher involvement in the group task.	
		The teacher brings relevant teaching material	Flashcards Videos Whiteboard Realia	
		Teachers vary the learning task	Crosswords Puzzles Picture descriptions Role plays	

## Dörnyei's Motivational Strategies in the English classroom

		Connect topics with interest in life	Pop stars Sports Social networks Fashion	
		positive retrospective self-evaluation	Evaluation checklist Peer self-evaluation checklist Reflection questions as a whole group. Critical analysis of strengths and weaknesses b in their learning progress	

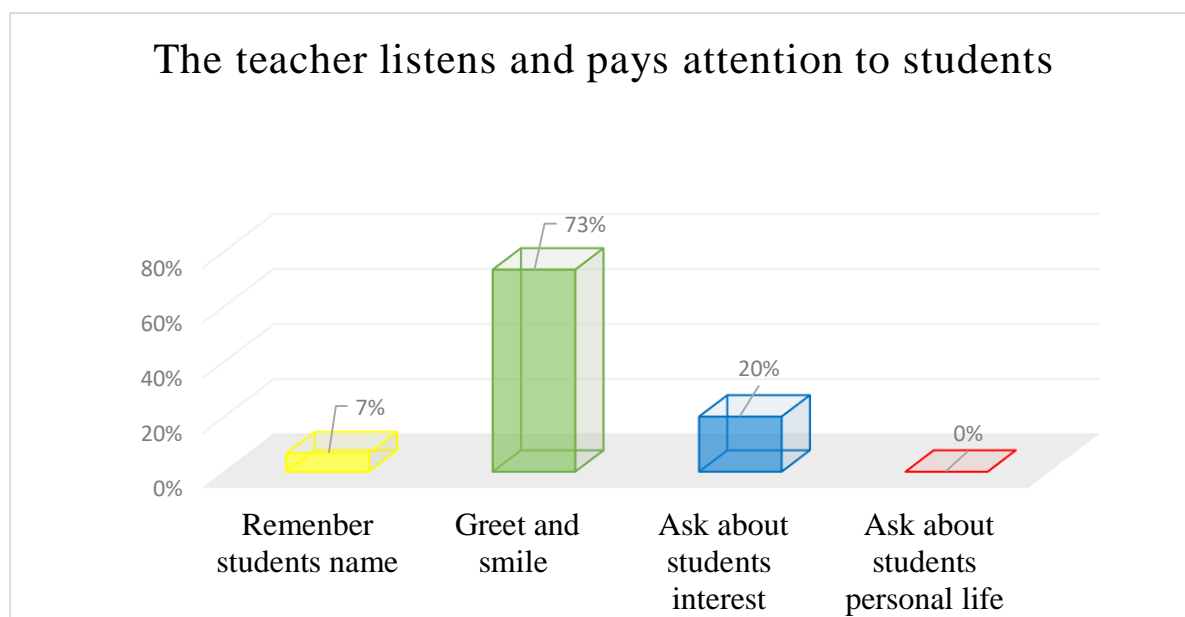
## Dörnyei's Motivational Strategies in the English classroom

### 3.5. Analysis and results

**Table # 1**

The first chart represents the results of the strategy; the teacher listens and pays attention to students.

<b>Strategy 1: the teacher listens and pays attention to students</b>		
<b>Item</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Remembers my name (a)</b>	1	7%
<b>Greets and smiles at me (b)</b>	11	73%
<b>asks about my interest ©</b>	3	20%
<b>asks about my personal life (d)</b>	0	0%
<b>n= 15</b>		<b>100%</b>



The results of the first strategy demonstrate that seven students which represented the 73% percentage of the sample felt motivated when the teacher was great and smile at them. It also shows that three students, which represented 20%, felt motivated when the teacher ask them about their interests. The 7% percentage of students like that the teacher remembers their name and the result also shows that students are not interested about talk about their personal life with the teacher.

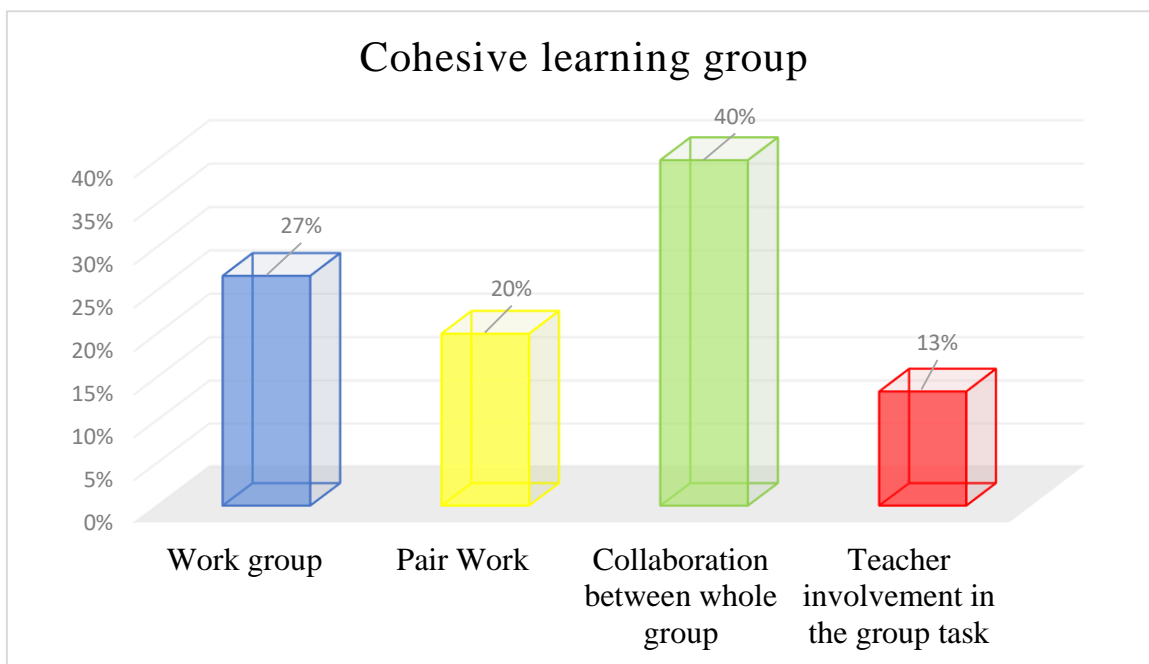


## Dörnyei's Motivational Strategies in the English classroom

**Table # 2**

The second chart represents the results of the strategy; encourage cohesive learning groups

<b>Strategy 2: Cohesive learning group</b>		
<b>Item</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Work group (a)</b>	4	27%
<b>Pair work (b)</b>	3	20%
<b>Collaboration between all the groups ©</b>	6	40%
<b>Teacher involvement in the group task (d)</b>	2	13%
<b>n= 15</b>		<b>100%</b>



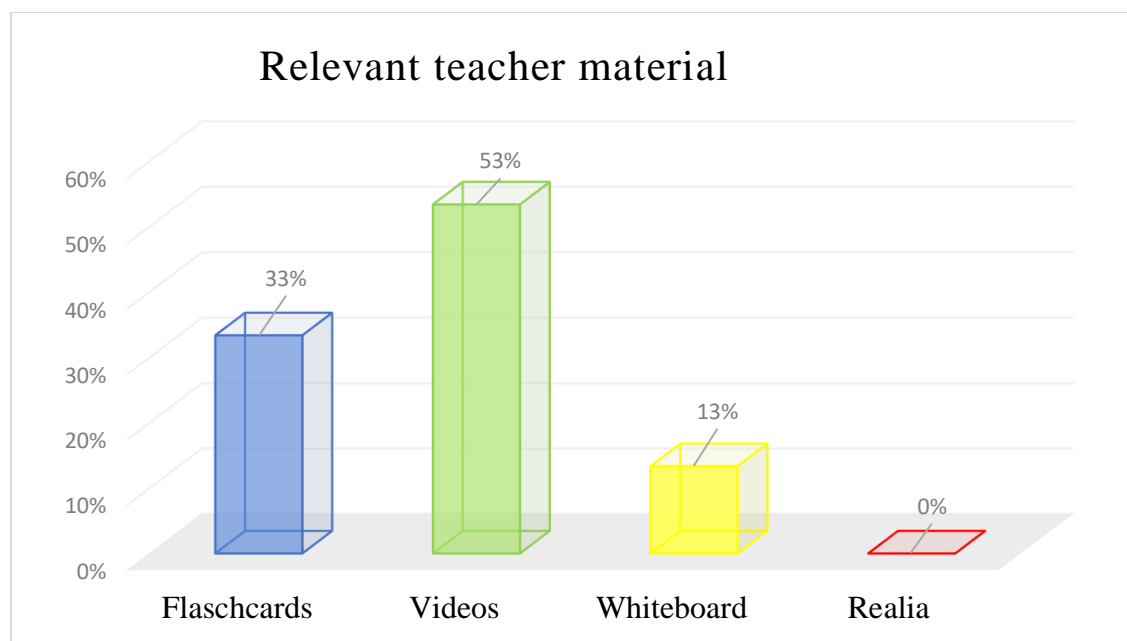
The finding of the second strategy shows that students feel more engaged in collaborating with the whole group on tasks. This result is represented by 40 % percent of students. 27 % of students preferred work in groups and 20% preferred pair work. The aspect less selected was teacher involvement in the group task that was chosen for two students which represented by the 13% percentage of the sample.

## Dörnyei's Motivational Strategies in the English classroom

**Table # 3**

The third chart represents the results of the strategy: Vary the learning tasks

<b>Strategy 3: Teaching material relevant to the students</b>		
<b>Item</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Flashcards</b>	5	33%
<b>Videos</b>	8	53%
<b>Whiteboard</b>	2	13%
<b>Realia</b>	0	0%
<b>n= 15</b>		<b>100%</b>



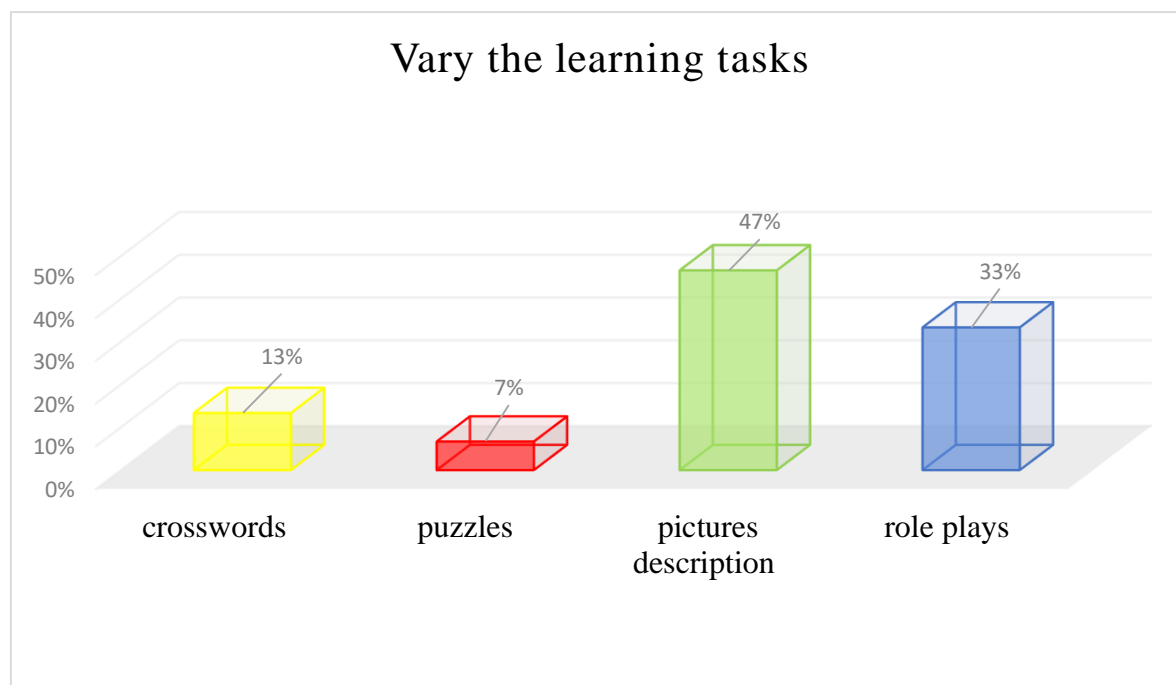
The results of the third strategy which cover the teaching materials used by the teacher in the English classroom shows that some material that motivates students are videos which was selected by 53% of students. The second one selected were flashcards which was selected by the 33% percentage of students. Most of the students are not interested in whiteboards as relevant teacher material because just 13% percent of the students selected this.

## Dörnyei's Motivational Strategies in the English classroom

**Table #4**

The fourth chart represents the results of the strategy: Vary the learning tasks

Strategy 4: Vary the learning tasks		
Item	Frequency	Percentage
Crosswords	2	13%
Puzzle	1	7%
Pictures description	7	47%
Role plays	5	33%
n= 15		100%



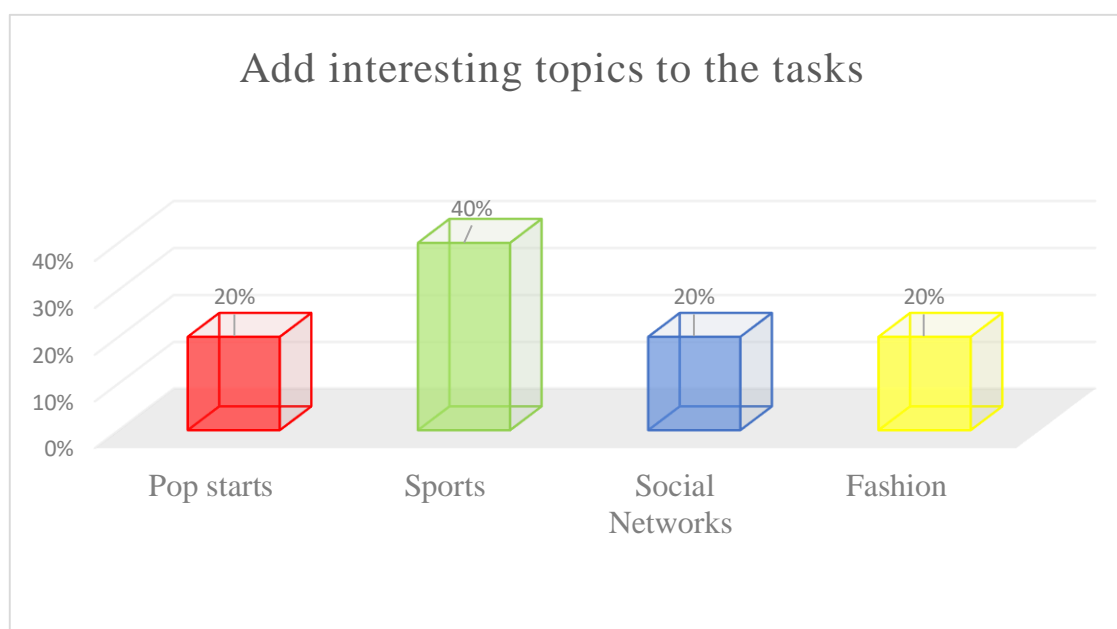
The learning task that students found most motivating are picture descriptions, which was selected by 7 students and represent 47 % percent of the sample. The second option most selected was role-plays with a 33 % percentage. The last option selected by students was crosswords chosen by 13 % of students and in the last place puzzles with 7% percentage.

## Dörnyei's Motivational Strategies in the English classroom

**Table #5**

The fifth chart represents the results of the strategy: make the task most interesting by adding interesting topics.

<b>Strategy 5: add interesting topics to the tasks</b>		
<b>item</b>	<b>frequency</b>	<b>percentage</b>
<b>Pop starts</b>	3	20%
<b>Sports</b>	6	40%
<b>Social Networks</b>	3	20%
<b>Fashion</b>	3	20%
<b>n= 15</b>		<b>100%</b>



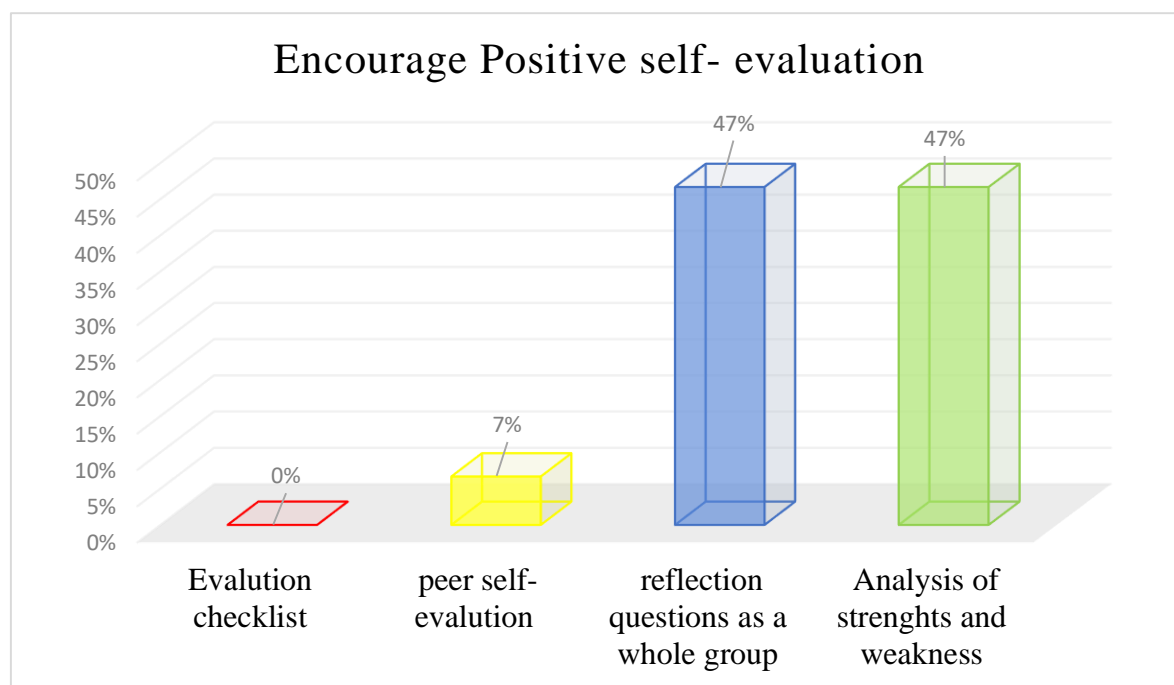
The results of the fifth strategy show which topics call students' attention more than others to increase their interest in the tasks. According to the data, 40% percent of students are interested in topics related to sports. The rest of the students select social networks, fashion, and pop stars. Each of the items mentioned before is represented by 20% percent of students which means that 3 students selected each category.

## Dörnyei's Motivational Strategies in the English classroom

**Table #6**

The sixth chart represents the result of the strategy: encourage positive self-evaluation

<b>strategy 6: Encourage positive self- evaluation</b>		
<b>item</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Evaluation Checklist (a)</b>	0	0%
<b>Peer self-evaluation checklist</b>	1	7%
<b>Reflection question as a whole group</b>	7	47%
<b>Analysis of strengths and weakness</b>	7	47%
<b>n= 15</b>		<b>100%</b>



The result of the last strategy instructed to the students shows that students feel motivated when positive self-evaluation is encouraged through reflection questions as a whole group and analysis of their strengths and weakness in the activities develop in the class. Both aspects were selected by 47 % percentage of the students. The aspect of peer self-evaluation was selected for the 7% percentage

## **Dörnyei's Motivational Strategies in the English classroom**

### **Teacher interview data analysis**

The teacher was asked to order according to the criteria each of the elements of the following questions. This was a closed-ended interview.

This interview has 4 options which have to be ordered from 1 to 4. We use the Likert scale

1: most useful      2: useful      3: less useful      4: no useful

**1. Which of the following motivational strategies is most effective to have a good relationship with the students?**

Remember the student's name: 2

Greet and smile to the students: 1

Ask students about their interests: 3

Ask students about their personal lives: 4

**2. Which of the following motivational strategies is most useful to develop group cohesiveness?**

Group work: 2

Pair work: 3

Collaboration between the whole group to complete a task: 1

Teacher involvement in the group task: 4

**3. Which of the following teaching materials is most useful to motivate students in the classroom?**

Flashcards: 2

Videos: 1

Whiteboard: 3

Realia: 4

**4. Which of the following tasks are most relevant to motivate students?**

Crosswords: 2

Puzzles: 3

Picture descriptions: 1

Role plays: 4

**5. Which of the following topics are connected to students' interests?**

Pop stars: 1

## **Dörnyei's Motivational Strategies in the English classroom**

Sports :3

Social Networks: 2

Fashion: 4

### **6. Which of the following motivational strategies does the teacher use to encourage students' self-evaluation?**

Evaluation checklist: 4

Peer self-evaluation checklist: 3

Reflection questions as a whole group. : 1

Critical analysis of strengths and weakness in their learning progress: 2

The results of the interview show the level of usefulness that the teacher gave to each of the items related to the motivational strategies instructed in the English classroom of ninth-grade students from Silviano Matamoros School. Most of the aspects match with the student's perception from the questionnaires and teacher interview. For example; the teacher saw most useful crosswords rather than role plays. Another aspect that varies is the interesting topic for students. The teacher found the most useful topics related to pop stars. On the other hand, students find it most useful to talk about sports.

When triangulate the interview with student's questionnaires the following were finding; most of the students answer about motivational strategies they found useful to be implemented in the English classroom match with the teacher perspective in the interview. Related to teacher behaviors; teacher and students find useful to great and smile students as the most useful strategy . Strategies that show a mismatch about teacher and students answer are related with teacher material. Students find most motivated cover topics related to sports rather than pop stars that was the answer chose by the teacher. Related to the learning task used by the teacher , students prefer picture description and role plays as the most useful strategies. in the other hand teacher found most useful crosswords and picture description as learning task that should be implemented in the classroom.

## **Dörnyei's Motivational Strategies in the English classroom**

### **4. Conclusions**

Through the results obtained about the motivational strategies instructed at Silviano Matamoros School in this research, we can conclude:

- a) Students saw the importance that the English teacher remembering their names and greeting them. Through these teachers demonstrate to students they pay attention and listen to them.
- b) Group work can influence students' motivation. The teacher must identify which types of group work is most useful in their English classroom to boost motivation.
- c) Teaching material plays an important role in the classroom. It can define the attitude towards the topic that is going to be explained. This research identifies that students find useful videos and flashcards as material to develop their English classes.
- d) Varying the learning tasks and adding topics that are relevant and interesting to students can help enhance their interest in the class. Some of the tasks that students find most useful are picture descriptions and role plays. Additionally, some topics that are relevant for students are sports or social networks.
- e) Finally, showing students how they can evaluate their performance in English classes is useful. It helps them to know their strength and weakness in the class but in a positive way. This research shows that students find it useful to be evaluated as a whole group by questions in which they can reflect on their development in the class or the task done.



## **Dörnyei's Motivational Strategies in the English classroom**

### **5. Recommendations**

Future researches could further examine

- a) The effectiveness of Dörnyei's motivational strategies when these are implemented in the English classroom.
- b) The role that plays a student's age in the effectiveness of motivational strategies in the English classroom.
- c) How gender influences in motivation between women and men who feel most motivated by Dörnyei's strategies.

Based on the current findings, it is recommended to educators

- a) Be aware of the important role that motivation plays in their English classroom.
- b) Put into practice motivational strategies to obtain better results in the English learning process of their students.
- c) Look for those motivational strategies that cover their student's needs.

## **Dörnyei's Motivational Strategies in the English classroom**

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**7. Annexes**

# Annexes

# **Dörnyei's Motivational Strategies in the English classroom**

**National Autonomous University of Nicaragua**

**UNAN-Managua**

University Campus "Rubén Dario"

Education and Language faculty

English Department

Graduation Seminar



**Research Topic:**

Applying Dörnyei Motivational Strategies in the English classroom

**Validation of the interview Applying Dörnyei Motivational Strategies in the English  
classroom**

**Author:** Karen Fabiola Gutiérrez Rosales

## Dörnyei's Motivational Strategies in the English classroom

### Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument "Questionnaire on the Motivational Strategies used by teachers in the English Learning Process" which is part of the research: "Strategies to Enhance Motivation in the English Learning Process"

The evaluation of the instruments is of great importance to ensure that they are valid and that the results obtained from them are used efficiently.

We appreciate your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE: Sandra Ríos Sotelo

ACADEMIC TRAINING Master Degree in TESOL

AREAS OF PROFESSIONAL EXPERTISE

English Language Teaching  
Reading and writing

TIME

15 years

CURRENT POSITION Coordinator of English Language Development

INSTITUTION UNAN- Managua

**The objective of the research:**

To determine the usefulness of Dörnyei's motivational strategies in the English classroom of ninth-grade students in the morning shift at Silvano Matamoros School

**The objective of the expert trial:**

Validate the content of this Interview

**The objective of the questionnaire:**

To identify which Dörnyei's motivational strategies students find out to be most useful to motivate them in the English classroom.

## Dörnyei's Motivational Strategies in the English classroom

CATEGORY	QUALIFICATION	INDICATOR
<b>COHERENCE</b> The item has a logical relationship with the dimension or indicator you are measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relationship with the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship to the dimension you are measuring. 4. The item is completely related to the dimension you are measuring.
<b>CLARITY</b> The degree to which the item is written clearly and precisely, facilitating its understanding by the subjects surveyed.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by the ordering of them. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear and has semantics and appropriate syntax.
<b>RELEVANCE</b> The importance of the item concerning the contribution can provide for a better understanding of the characters or situations measured.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. It does not meet the criteria. 2. The item can be removed without affecting the measurement of the dimension. 3. The item has some relevance, but another item may be including what this one measures. 4. The item is essential, that is, it must be included
<b>SUFFICIENCY</b> The items that belong to the same dimension are enough to obtain the measurement of this.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Items are not enough to measure the dimension 2. Items measure some aspect of the dimension but do not correspond to the total dimension 3. Some items must be increased to fully evaluate the dimension. 4. Items are sufficient



## Dörnyei's Motivational Strategies in the English classroom

According to the following indicators, rate each of the items as appropriate.

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Motivational strategies	Dörnyei, 1994, p.282	Creating initial motivation	1. Which of the following motivational strategies are most effective to foster good relationship with the students? <ul style="list-style-type: none"> <li>• Remember the student's name _____</li> <li>• Greet and smile to the students _____</li> <li>• Ask students about their interests _____</li> <li>• Ask students about their personal lives _____</li> </ul>	4	4	4	4
	Nugroho & Mayda, 2015, p.86		2. Which of the following motivational strategies is most effective to develop group cohesiveness? <ul style="list-style-type: none"> <li>• group work _____</li> <li>• pair work _____</li> <li>• collaboration between the whole group to complete a task _____</li> </ul>	4	4	4	4
	Dörnyei & Ushioda, 2011, p.110						

## Dörnyei's Motivational Strategies in the English classroom

			<ul style="list-style-type: none"> <li>teacher involvement in the group task ____</li> </ul>	4	4	4	4
Riyanti , 2019 , p.32 Pinar & Kurt , 2018, p.125	Generating initial motivation	3. Which of the following teaching materials are more effective to motivate students in the classroom?	<ul style="list-style-type: none"> <li>flashcards ____</li> <li>vidcos ____</li> <li>whiteboard ____</li> <li>realia ____</li> </ul>	4	4	4	4
		<b>Alternative commentary/formulation</b>					

## Dörnyei's Motivational Strategies in the English classroom

Dimension	Sources	Description	Items	Coherency (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Dörnyei Motivational Strategies	Nugroho & Mayda, 2015, p.87	Maintaining and protecting motivation	4. Which of the following tasks are most relevant to motivate students? <ul style="list-style-type: none"> <li>• crosswords _____</li> <li>• puzzles _____</li> <li>• picture descriptions _____</li> <li>• role plays _____</li> </ul>	4	4	4	4
	Oroujlou & Vahedi, 2011, p.998		5. Which of the following topics are connected to students' interests? <ul style="list-style-type: none"> <li>• Pop stars _____</li> <li>• Sports _____</li> <li>• Social Networks _____</li> <li>• Fashion _____</li> </ul>	4	4	4	4
	Kong, 2009, p.148						
	Dörnyei, 1994, p. 282	Encouraging positive retrospective self- evaluation	6. Which of the following motivational strategies does the teacher use to				

		<p><b>encourage students' self-evaluation?</b></p> <p>a. Evaluation checklist _____</p> <p>b. Peer self-evaluation checklist _____</p> <p>c. Reflection questions as a whole group. _____</p> <p>d. Critical analysis of strengths and weakness in their learning progress _____</p>	4	4	4	4
Alternative commentary/formulation						

## Dörnyei's Motivational Strategies in the English classroom

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## Dörnyei's Motivational Strategies in the English classroom

### Interview on Dörnyei's Motivational Strategies

**Dear teacher,**

We ask for your contribution to answering the following questions of this interview to obtain information about the effectiveness of Dörnyei's motivational strategies used in the English classroom. We ask for your honesty to obtain reliable information

#### **Objective**

To identify which Dörnyei's motivational strategies students find out to be most effective to motivate them in the English classroom

#### **Instructions**

Read the following questions and order them according to your criteria.

1= most effective 2= effective 3= partial effective 4= less effective 5= no effective

- 1. Which of the following motivational strategies is most effective to have a good relationship with the students?**
  - a. Remember the student's name \_\_\_\_\_
  - b. Greet and smile to the students \_\_\_\_\_
  - c. Ask students about their interests \_\_\_\_\_
  - d. Ask students about their personal lives \_\_\_\_\_
- 2. Which of the following motivational strategies is most effective to develop group cohesiveness?**
  - a. group work \_\_\_\_\_
  - b. pair work \_\_\_\_\_
  - c. collaboration between the whole group to complete a task \_\_\_\_\_
  - d. teacher involvement in the group task \_\_\_\_\_
- 3. Which of the following teaching materials are most effective to motivate students in the classroom?**
  - a. flashcards \_\_\_\_\_
  - b. videos \_\_\_\_\_
  - c. whiteboard \_\_\_\_\_
  - d. realia \_\_\_\_\_
- 4. Which of the following tasks are most relevant to motivate students?**
  - a. crosswords \_\_\_\_\_
  - b. puzzles \_\_\_\_\_
  - c. picture descriptions \_\_\_\_\_

## Dörnyei's Motivational Strategies in the English classroom

d. role plays \_\_\_\_\_

**5. Which of the following topics are connected to students' interests?**

a. Pop stars \_\_\_\_\_

b. Sports \_\_\_\_\_

c. Social Networks \_\_\_\_\_

d. Fashion \_\_\_\_\_

**6. Which of the following motivational strategies does the teacher use to encourage students' self-evaluation?**

e. Evaluation checklist \_\_\_\_\_

f. Peer self-evaluation checklist \_\_\_\_\_

g. Reflection questions as a whole group. \_\_\_\_\_

h. Critical analysis of strengths and weakness in their learning progress \_\_\_\_\_

# **Dörnyei's Motivational Strategies in the English classroom**

**National Autonomous University of Nicaragua**

**UNAN-Managua**

University Campus "Rubén Dario"

Education and Language faculty

English Department

Graduation Seminar



## **Research Topic:**

Dörnyei's Motivational Strategies in the English classroom

**Validation of Questionnaire Dörnyei's Motivational Strategies in the English classroom**

**Author:** Karen Fabiola Gutiérrez Rosales

## Dörnyei's Motivational Strategies in the English classroom

### Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument "Questionnaire on the Dörnyei Motivational Strategies used by teachers in the English Learning Process" which is part of the research: "Applying Dörnyei Motivational Strategies in the English classroom"

The evaluation of the instruments is of great importance to ensure that they are valid and that the results obtained from them are used efficiently.

We appreciate your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE: Geraldine A. López Parce  
ACADEMIC TRAINING Master's degree in TESOL  
AREAS OF PROFESSIONAL EXPERTISE  
- Methodology courses                      - English Integrated courses  
- Testing                                      - Readings Writing Courses  
TIME  
15 years  
CURRENT POSITION Coordinator of the area of Professionalization  
INSTITUTION UNAN-MANAGUA (RURD)

#### The objective of the research:

To determine the usefulness of Dörnyei's motivational strategies in the English classroom of ninth-grade students in the morning shift at Silvano Matamoros School

#### The objective of the expert trial:

Validate the content of this questionnaire

#### The objective of the questionnaire:

To identify which Dörnyei's motivational strategies students find out to be most useful to motivate them in the English classroom



## Dörnyei's Motivational Strategies in the English classroom

CATEGORY	QUALIFICATION	INDICATOR
<b>COHERENCE</b> The item has a logical relationship with the dimension or indicator you are measuring.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item has no logical relationship with the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship to the dimension you are measuring. 4. The item is completely related to the dimension you are measuring.
<b>CLARITY</b> The degree to which the item is written clearly and precisely, facilitating its understanding by the subjects surveyed.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. The item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by the ordering of them. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear and has semantics and appropriate syntax.
<b>RELEVANCE</b> The importance of the item concerning the contribution can provide for a better understanding of the characters or situations measured.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. It does not meet the criteria. 2. The item can be removed without affecting the measurement of the dimension. 3. The item has some relevance, but another item may be including what this one measures. 4. The item is essential, that is, it must be included
<b>SUFFICIENCY</b> The items that belong to the same dimension are enough to obtain the measurement of this.	1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level	1. Items are not enough to measure the dimension 2. Items measure some aspect of the dimension but do not correspond to the total dimension 3. Some items must be increased to fully evaluate the dimension. 4. Items are sufficient

## Dörnyei's Motivational Strategies in the English classroom

According to the following indicators, rate each of the items as appropriate.

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Motivational strategies	Dörnyei, 1994, p.282	Creating initial motivation	1. The teacher pays attention and listens to the students: <ul style="list-style-type: none"> <li>• Remembers my name.</li> <li>• Greets and smiles at me.</li> <li>• Asks about my personal interest.</li> <li>• Ask about my personal life.</li> </ul>	4	4	4	4
	Nugroho & Mayda, 2015, p.86  Dörnyei & Ushioda, 2011, p.110		2. The teacher promotes interaction, and cooperation between learners by making : <ul style="list-style-type: none"> <li>• Group work</li> <li>• Pair work</li> <li>• Collaboration between all group</li> <li>• Teacher involvement in the group task</li> </ul>	4	4	4	4

## Dörnyei's Motivational Strategies in the English classroom

	<p>Riyanti, 2019, p.32</p> <p>Pinar &amp; Kurt, 2018, p.125</p>	<p>Generating initial motivation</p>	<p>3. The teacher brings relevant teaching material</p> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Videos</li> <li>• Whiteboard</li> <li>• Realia</li> </ul>	<p>4</p>	<p>4</p>	<p>4</p>	<p>4</p>
<p>Alternative commentary/formulation</p>							

## Dörnyei's Motivational Strategies in the English classroom

Dimension	Sources	Description	Items	Coherency (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
<b>Dörnyei Motivational Strategies</b>	Nugroho & Mayda , 2015, p.87	Maintaining and protecting motivation	4. Teacher Vary the learning task <ul style="list-style-type: none"> <li>• Crosswords</li> <li>• Puzzles</li> <li>• Picture descriptions</li> <li>• Role plays</li> </ul>	4	4	4	4
	Oroujlou & Vahedi , 2011, p.998		5. Connect topics with interest in life <ul style="list-style-type: none"> <li>• Pop stars</li> <li>• Sports</li> <li>• Social networks</li> <li>• Fashion</li> </ul>	4	4	4	4
	Kong, 2009, p.148	Encouraging positive retrospective self-evaluation	6. the teacher encourages positive self-evaluation by: <ul style="list-style-type: none"> <li>• Moving around the classroom to monitor us.</li> <li>• Giving positive comments.</li> <li>• Telling us when we are performing well in an activity.</li> <li>• Offering a reward in a motivating manner when students make contributions to the class.</li> </ul>	4	4	4	4
	Dörnyei, 1994, p. 282		<b>Alternative commentary/formulation</b>				

## Dörnyei's Motivational Strategies in the English classroom

### References

- Astuti, S.P. (2016). Exploring motivational strategies of successful teachers. *Teflin journal*, 27 (1), 1-22.
- Cirocki, A., Soto, S.T., Encalada .R, & Cuenca, K. V. H. (2019). Motivational strategies in the secondary school EFL classroom: The case of Ecuador. *Electronic Journal of Foreign Language Teaching*, 16 (2)
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern language journal*, 78,273-84.
- Dörnyei, Z., & Ushioda. E. (2011). *Teaching and researching motivation* (2<sup>nd</sup> Ed.). Harlow: Person Education.
- Guilloteaux, J. & Dörnyei, Z. (2008). Motivating language learners: a classroom-oriented investigation on the effect of motivational strategies on student motivation. *TESOL quarterly*. 42, 55-77
- Kong, Y. (2009). A brief discussion on Motivation and ways to motivate students in English language learning. *International Education Studies*, 2(2), 145-149
- Muñoz- Restrepo, A., Ramírez, M & Gaviria, S. (2020). Strategies to enhance or maintain motivation in learning a foreign language. *Teachers' professional development*, 22 (1), 175-188.
- Nugroho, M.A.B., & Mayda, N. (2015). An analysis of motivational strategies in teaching English as a foreign language; A case study in junior high school 7 Kuningan. *English review: Journal of English education*. 4 (1), 82-93
- Oroujlou, N., & Vahedi, M. (2011) Motivation, attitude, and language learning. *Procedia- social and behavioral sciences*, 29 (1), 994-1000.
- Pinar, Y. K., & Kurt, H. (2018) Instructional practices that motivate students to learn English. *Journal of education and future*, 14, 119-130.
- Riyanti, D. (2019). The role of motivation in learning English as a foreign language .*journal of English language teaching innovation and material*, 1 (1), 29-35.
- Sucuoglu, E. (2017). Analysis of motivational strategies used by English language teachers teaching at secondary schools. *Procedia computer science*, 6, 120-123.
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## Dörnyei's Motivational Strategies in the English classroom

### Questionnaire on Dörnyei's Motivational Strategies

**Dear Student,**

According to your experience, circle the option that corresponds to each item. Your response is individual and confidential. Thank you for your honesty and cooperation.

**Objective:**

To identify which Dörnyei's motivational strategies students find out to be most effective to motivate them in the English classroom.

**1. I feel motivated when the teacher:**

- a. Remembers my name.
- b. Greets and smiles at me.
- c. Asks about my personal interest.
- d. Ask about my personal life.

**2. I feel motivated when the teacher encourages:**

- a. Group work.
- b. Pair work.
- c. Collaboration between the whole groups to complete a task.
- d. Teacher involvement in the group task.

**3. I feel motivated when the teacher brings relevant teaching material such as:**

- a. Flashcards
- b. Videos
- c. Whiteboard
- d. Realia

**4. I feel motivated when the teacher brings relevant tasks such as:**

- a. Crosswords
- b. Puzzles
- c. Picture descriptions
- d. Role plays

**5. I feel motivated when the teacher includes in the lesson interesting topics such as :**

- a. Pop stars
- b. Sports
- c. Social networks
- d. Fashion

**6. I feel motivated when the teacher encourages positive self-evaluation by:**

- a. Evaluation checklist \_\_\_\_\_
- b. Peer self-evaluation checklist \_\_\_\_\_
- c. Reflection questions as a whole group. \_\_\_\_\_
- d. Critical analysis of strengths and weakness in their learning progress \_\_\_\_\_

## Dörnyei's Motivational Strategies in the English classroom

### Cuestionario sobre las estrategias motivacionales de Dörnyei

**Estimado Estudiante,**

Según su experiencia, encierre en un círculo la opción que corresponde a cada elemento. Su respuesta es individual y confidencial. Gracias por su honestidad y cooperación.

**Objetivo:**

Identificar cuáles son las estrategias motivacionales de Dörnyei que los estudiantes encuentran más efectivas para motivarlos en el aula de inglés.

**1. Me siento motivado cuando el profesor:**

- a. Recuerda mi nombre.
- b. Me saluda y me sonrío.
- c. Pregunta sobre mi interés personal.
- d. Preguntar sobre mi vida personal.

**2. Me siento motivado cuando el profesor me anima:**

- a. Trabajo en grupo.
- b. Trabajo en parejas.
- c. Colaboración entre todo el grupo para completar una tarea.
- d. Participación del profesor en la tarea grupal.

**3. Me siento motivado cuando el profesor trae material didáctico relevante como:**

- a. Tarjetas didácticas
- b. Videos
- c. Pizarra
- d. Realia

**4. Me siento motivado cuando el profesor trae tareas relevantes como:**

- a. Crucigramas
- b. Rompecabezas
- c. Descripciones de las imágenes
- d. Juegos de roles

**5. Me siento motivado cuando el profesor incluye en la lección temas interesantes como:**

- a. Estrellas de pop
- b. Deportes
- c. Redes sociales
- d. Moda

# **Dörnyei's Motivational Strategies in the English classroom**

**National Autonomous University of Nicaragua**

**UNAN-Managua**

University Campus "Rubén Dario"

Education and Language faculty

English Department

Graduation Seminar



**Research Topic:**

Applying Dörnyei Motivational Strategies in the English classroom

**Validation of the interview Applying Dörnyei Motivational Strategies in the English  
classroom**

**Author:** Karen Fabiola Gutiérrez Rosales



## Dörnyei's Motivational Strategies in the English classroom

### Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument "Questionnaire on the Motivational Strategies used by teachers in the English Learning Process" which is part of the research: "Strategies to Enhance Motivation in the English Learning Process"

The evaluation of the instruments is of great importance to ensure that they are valid and that the results obtained from them are used efficiently.

We appreciate your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE: Yelsin A. Ramirez Cruz

ACADEMIC TRAINING M.A TESOL

AREAS OF PROFESSIONAL EXPERTISE

TESOL

TIME

CURRENT POSITION Teacher

INSTITUTION UNAN

**The objective of the research:**

To determine the usefulness of Dörnyei's motivational strategies in the English classroom of ninth-grade students in the morning shift at Silviano Matamoros School

**The objective of the expert trial:**

Validate the content of this Interview

**The objective of the questionnaire:**

To identify which Dörnyei's motivational strategies students find out to be most useful to motivate them in the English classroom.

## Dörnyei's Motivational Strategies in the English classroom

According to the following indicators, rate each of the items as appropriate.

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Motivational strategies	Dörnyei, 1994, p.282	Creating initial motivation	1. Which of the following motivational strategies are most effective to foster good relationship with the students? <ul style="list-style-type: none"> <li>Remember the student's name _____</li> <li>Greet and smile to the students _____</li> <li>Ask students about their interests _____</li> <li>Ask students about their personal lives _____</li> </ul>	4	4	4	4
	Nugroho & Mayda, 2015, p.86  Dörnyei & Ushioda, 2011, p.110		2. Which of the following motivational strategies is most effective to develop group cohesiveness? <ul style="list-style-type: none"> <li>group work _____</li> <li>pair work _____</li> <li>collaboration between the whole group to complete a task _____</li> </ul>	4	4	4	4

## Dörnyei's Motivational Strategies in the English classroom

Dimension	Sources	Description	Items	Coherency (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
<b>Dörnyei Motivational Strategies</b>	Nugroho & Mayda , 2015, p.87	Maintaining and protecting motivation	4. Which of the following tasks are most relevant to motivate students?  <ul style="list-style-type: none"> <li>• crosswords _____</li> <li>• puzzles _____</li> <li>• picture descriptions _____</li> <li>• role plays _____</li> </ul>	4	4	4	4
	Oroujlou & Vahedi , 2011, p.998		5. Which of the following topics are connected to students' interests?  <ul style="list-style-type: none"> <li>• Pop stars _____</li> <li>• Sports _____</li> <li>• Social Networks _____</li> <li>• Fashion _____</li> </ul>	4	4	4	4
	Kong, 2009, p.148						
	Dörnyei, 1994, p. 282	Encouraging positive retrospective self- evaluation	6. Which of the following motivational strategies does the teacher use to	1			

## Dörnyei's Motivational Strategies in the English classroom

			<p><b>encourage students' self-evaluation?</b></p> <p>a. Evaluation checklist _____</p> <p>b. Peer self-evaluation checklist _____</p> <p>c. Reflection questions as a whole group. _____</p> <p>d. Critical analysis of strengths and weakness in their learning progress _____</p>	4	4	4	4
			<b>Alternative commentary/formulation</b>				

## Dörnyei's Motivational Strategies in the English classroom

### References

- Astuti, S.P. (2016). Exploring motivational strategies of successful teachers. *Teflin journal*, 27 (1), 1-22.
- Cirocki, A., Soto, S.T., Encalada .R, & Cuenca, K. V. H. (2019). Motivational strategies in the secondary school EFL classroom: The case of Ecuador. *Electronic Journal of Foreign Language Teaching*, 16 (2)
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- Kong, Y. (2009). A brief discussion on Motivation and ways to motivate students in English language learning. *International Education Studies*, 2(2), 145-149
- Muñoz- Restrepo, A., Ramírez, M & Gaviria, S. (2020). Strategies to enhance or maintain motivation in learning a foreign language. *Teachers' professional development*, 22 (1), 175-188.
- Nugroho, M.A.B., & Mayda, N. (2015). An analysis of motivational strategies in teaching English as a foreign language; A case study in junior high school 7 Kuningan. *English review: Journal of English education*. 4 (1), 82-93
- Oroujlou, N., & Vahedi, M. (2011) Motivation, attitude, and language learning. *Procedia- social and behavioral sciences*, 29 (1), 994-1000.
- Pinar, Y. K., & Kurt, H. (2018) Instructional practices that motivate students to learn English. *Journal of education and future*, 14, 119-130.
- Riyanti, D. (2019). The role of motivation in learning English as a foreign language .*journal of English language teaching innovation and material*, 1 (1), 29-35.
- Sucuoglu, E. (2017). Analysis of motivational strategies used by English language teachers teaching at secondary schools. *Procedia computer science*, 6, 120-123.
- Xiao, F. (2013). Motivational strategies in teaching English as a foreign language---- applying motivational plan in TEFL *international journal of humanities and social sciences*, 2(18), 257-262

## Dörnyei's Motivational Strategies in the English classroom

### Interview on Dörnyei's Motivational Strategies

**Dear teacher,**

We ask for your contribution to answering the following questions of this interview to obtain information about the effectiveness of Dörnyei's motivational strategies used in the English classroom. We ask for your honesty to obtain reliable information

#### **Objective**

To identify which Dörnyei's motivational strategies students find out to be most effective to motivate them in the English classroom

#### **Instructions**

Read the following questions and order them according to your criteria.

1= most effective    2= effective    3= partial effective    4= less effective    5 = no effective

**1. Which of the following motivational strategies is most effective to have a good relationship with the students?**

- a. Remember the student's name \_\_\_\_\_
- b. Greet and smile to the students \_\_\_\_\_
- c. Ask students about their interests \_\_\_\_\_
- d. Ask students about their personal lives \_\_\_\_\_

**2. Which of the following motivational strategies is most effective to develop group cohesiveness?**

- a. group work \_\_\_\_\_
- b. pair work \_\_\_\_\_
- c. collaboration between the whole group to complete a task \_\_\_\_\_
- d. teacher involvement in the group task \_\_\_\_\_

**3. Which of the following teaching materials are most effective to motivate students in the classroom?**

- a. flashcards \_\_\_\_\_
- b. videos \_\_\_\_\_
- c. whiteboard \_\_\_\_\_
- d. realia \_\_\_\_\_

**4. Which of the following tasks are most relevant to motivate students?**

- a. crosswords \_\_\_\_\_
- b. puzzles \_\_\_\_\_
- c. picture descriptions \_\_\_\_\_

## Dörnyei's Motivational Strategies in the English classroom

- d. role plays \_\_\_\_\_
- 5. Which of the following topics are connected to students' interests?**
  - a. Pop stars \_\_\_\_\_
  - b. Sports \_\_\_\_\_
  - c. Social Networks \_\_\_\_\_
  - d. Fashion \_\_\_\_\_
- 6. Which of the following motivational strategies does the teacher use to encourage students' self-evaluation?**
  - e. Evaluation checklist \_\_\_\_\_
  - f. Peer self-evaluation checklist \_\_\_\_\_
  - g. Reflection questions as a whole group. \_\_\_\_\_
  - h. Critical analysis of strengths and weakness in their learning progress \_\_\_\_\_

## Dörnyei's Motivational Strategies in the English classroom

### Interview on Dörnyei's Motivational Strategies

Dear teacher,

We ask for your contribution to answering the following questions of this interview to obtain information about the effectiveness of Dörnyei's motivational strategies used in the English classroom. We ask for your honesty to obtain reliable information

#### Objective

To identify which Dörnyei's motivational strategies students find out to be most effective to motivate them in the English classroom

#### Instructions

Read the following questions and order them according to your criteria.

1= most effective 2= effective 3= partial effective 4= less effective 5= no effective

1. Which of the following motivational strategies is most effective to have a good relationship with the students?

- a. Remember the student's name 2
- b. Greet and smile to the students 1
- c. Ask students about their interests 3
- d. Ask students about their personal lives 4

2. Which of the following motivational strategies is most effective to develop group cohesiveness?

- a. group work 2
- b. pair work 3
- c. collaboration between the whole group to complete a task 1
- d. teacher involvement in the group task 4

3. Which of the following teaching materials are most effective to motivate students in the classroom?

- a. flashcards 2
- b. videos 1
- c. whiteboard 3
- d. realia 4

4. Which of the following tasks are most relevant to motivate students?

- a. crosswords 2
- b. puzzles 3
- c. picture descriptions 1



## Dörnyei's Motivational Strategies in the English classroom

- d. role plays 4
5. Which of the following topics are connected to students' interests?
- a. Pop stars 1
  - b. Sports 3
  - c. Social Networks 2
  - d. Fashion 4
6. Which of the following motivational strategies does the teacher use to encourage students' self-evaluation?
- e. Evaluation checklist 4
  - f. Peer self-evaluation checklist 3
  - g. Reflection questions as a whole group. 1
  - h. Critical analysis of strengths and weakness in their learning progress 2

## Dörnyei's Motivational Strategies in the English classroom

### Cuestionario sobre las estrategias motivacionales de Dörnyei

#### Estimado Estudiante,

Según su experiencia, encierre en un círculo la opción que corresponde a cada elemento. Su respuesta es individual y confidencial. Gracias por su honestidad y cooperación.

#### Objetivo:

Identificar cuáles son las estrategias motivacionales de Dörnyei que los estudiantes encuentran más efectivas para motivarlos en el aula de inglés.

#### 1. Me siento motivado cuando el profesor:

- a. Recuerda mi nombre.
- b. Me saluda y me sonríe.
- c. Pregunta sobre mi interés personal.
- d. Preguntar sobre mi vida personal.

#### 2. Me siento motivado cuando el profesor me anima:

- a. Trabajo en grupo.
- b. Trabajo en parejas.
- c. Colaboración entre todo el grupo para completar una tarea.
- d. Participación del profesor en la tarea grupal.

#### 3. Me siento motivado cuando el profesor trae material didáctico relevante como:

- a. Tarjetas didácticas
- b. Videos
- c. Pizarra
- d. Realia

#### 4. Me siento motivado cuando el profesor trae tareas relevantes como:

- a. Crucigramas
- b. Rompecabezas
- c. Descripciones de las imágenes
- d. Juegos de roles

#### 5. Me siento motivado cuando el profesor incluye en la lección temas interesantes como:

- a. Estrellas de pop
- b. Deportes
- c. Redes sociales
- d. Moda

#### 6. Me siento motivado cuando el profesor fomenta la autoevaluación positiva mediante:

- a. Lista de verificación de evaluación \_\_\_\_\_
- b. Lista de verificación de autoevaluación de pares \_\_\_\_\_
- c. Preguntas de reflexión como grupo completo. \_\_\_\_\_
- d. Análisis crítico de fortalezas y debilidades en su progreso de aprendizaje \_\_\_\_\_

## Dörnyei's Motivational Strategies in the English classroom

### Cuestionario sobre las estrategias motivacionales de Dörnyei

#### Estimado Estudiante,

Según su experiencia, encierre en un círculo la opción que corresponde a cada elemento. Su respuesta es individual y confidencial. Gracias por su honestidad y cooperación.

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- a. Recuerda mi nombre.
- b. Me saluda y me sonríe.
- c. Pregunta sobre mi interés personal.
- d. Preguntar sobre mi vida personal.

#### 2. Me siento motivado cuando el profesor me anima:

- a. Trabajo en grupo.
- b. Trabajo en parejas.
- c. Colaboración entre todo el grupo para completar una tarea.
- d. Participación del profesor en la tarea grupal.

#### 3. Me siento motivado cuando el profesor trae material didáctico relevante como:

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#### 5. Me siento motivado cuando el profesor incluye en la lección temas interesantes como:

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- b. Deportes
- c. Redes sociales
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- c. Preguntas de reflexión como grupo completo. \_\_\_\_\_
- d. Análisis crítico de fortalezas y debilidades en su progreso de aprendizaje \_\_\_\_\_

## Dörnyei's Motivational Strategies in the English classroom

### Cuestionario sobre las estrategias motivacionales de Dörnyei

#### Estimado Estudiante,

Según su experiencia, encierre en un círculo la opción que corresponde a cada elemento. Su respuesta es individual y confidencial. Gracias por su honestidad y cooperación.

#### Objetivo:

Identificar cuáles son las estrategias motivacionales de Dörnyei que los estudiantes encuentran más efectivas para motivarlos en el aula de inglés.

#### 1. Me siento motivado cuando el profesor:

- a. Recuerda mi nombre.
- b. Me saluda y me sonríe.
- c. Pregunta sobre mi interés personal.
- d. Preguntar sobre mi vida personal.

#### 2. Me siento motivado cuando el profesor me anima:

- a. Trabajo en grupo.
- b. Trabajo en parejas.
- c. Colaboración entre todo el grupo para completar una tarea.
- d. Participación del profesor en la tarea grupal.

#### 3. Me siento motivado cuando el profesor trae material didáctico relevante como:

- a. Tarjetas didácticas
- b. Videos
- c. Pizarra
- d. Realia

#### 4. Me siento motivado cuando el profesor trae tareas relevantes como:

- a. Crucigramas
- b. Rompecabezas
- c. Descripciones de las imágenes
- d. Juegos de roles

#### 5. Me siento motivado cuando el profesor incluye en la lección temas interesantes como:

- a. Estrellas de pop
- b. Deportes
- c. Redes sociales
- d. Moda

#### 6. Me siento motivado cuando el profesor fomenta la autoevaluación positiva mediante:

- a. Lista de verificación de evaluación \_\_\_\_\_
- b. Lista de verificación de autoevaluación de pares \_\_\_\_\_
- c. Preguntas de reflexión como grupo completo. \_\_\_\_\_
- d. Análisis crítico de fortalezas y debilidades en su progreso de aprendizaje \_\_\_\_\_