

CHAPTER 1: BRIDGING PERCEPTION AND PRACTICE: THE POWER OF MOTIVATIONAL STRATEGIES IN LANGUAGE EDUCATION

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1. Introduction

As a term extensively referred in applied linguistics, motivation is the triggering reason and the desire for people to make effort for doing and sustaining the language learning activity (Dörnyei et al, 2006; Ryan & Deci, 2000). The concept of motivation is among the most extensively studied topics within the realm of education. As one of the earliest scholarly work on motivation, socio-educational model (Gardner, 1985) founded on two key orientations, namely integrative and instrumental motivation, had a substantial impact on motivation studies in the scholarship of foreign language teaching. However, in the 1990s, a great number of studies started to recognize the idea that other factors like friendship or confidence may also play an important role as motivating factors, and they initiated a broader perspective by incorporating cognitive approaches into the conceptualization of motivation in educational agenda (Crooks & Schmidt, 1991; Oxford & Shearin, 1994).

As an attempt to bring different components of motivation together in foreign language education, Dörnyei (2001, 2005) proposed three categories in a model: the language proficiency level, the learner's individual level, and the level of the learning environment. The first category -language proficiency level- is related to certain aspects like culture, belonging to a social group, and usefulness of the language while the learner's individual level as the second category involves what the learner adds to the classroom experience as individual characteristics (e.g. self-confidence and ambition for academic success). Finally, the level of the learning environment consists of motivational dynamics regarding the course, teacher, and learning group. This model is important in terms of illustrating the situational factors affecting motivation and its multifaceted structure.

Williams and Burden (2000) emphasized the importance of a social constructivist view of motivation by stating that the cognitive view does not take account of the influence of emotions, and affective-social factors. This depiction of motivation was formed around a three-phase

motivation model: the reasons behind taking action, the decision to take action, and maintaining the effort or continuing to persevere. However, recent studies have started to adopt a more education-oriented approach for L2 motivation research by integrating some prominent theories from mainstream psychology like attribution and goal theories, and these studies elaborated especially on the contextual factors connected to classroom implementation and instructional practices (e.g. Dörnyei & Ryan, 2015; Ellis, 2012; Nitta & Baba, 2015; Sak, 2019; Williams et al., 2015).

L2 motivation is a key element in influencing language acquisition because it is the driving source and force that generates and sustains the language learning process (Dörnyei & Csizer, 2005). Besides, L2 motivation leads language learners to persist long enough to gain functional language proficiency no matter what their linguistic ability or learning environments are (Cheng & Dörnyei, 2007). Since language learning motivation is among the fundamental components of language acquisition, some prominent studies focused on the factors increasing or decreasing L2 motivation, and some of these influencing factors were found to be assessment, classroom atmosphere, and teachers (Ghenghesh, 2010; Yeung et al, 2011).

Along with the importance of researching the conceptualization of motivation, it is also critical to explore the educational aspect of the issue by focusing on motivational engagement techniques to shed light on how to use this knowledge to motivate students (Alison & Halliwell, 2002; Brophy, 2004; Dörnyei, 2006; Dörnyei & Ushioda, 2011; Ibrahim, 2016; Karimi & Zade, 2018). As also highlighted by Maeng and Lee (2015), the mainstream research line has been generally scoped around the part motivation plays in educational settings, but the scarcity of studies examining teachers' motivational strategies remains as a gap in the related literature. Motivated by the fact that teachers' motivational teaching practice may have an efficient role in shaping learners' language learning motivation, this study attempts to infuse to the current academic works by examining the contexts in which teachers employ motivational strategies and how these influence learners' motivated behaviour.

2. Motivational Strategies

As having a critical role in language attainment, the skill of motivating learners should be at the centre of teaching competence (Dörnyei & Csizer, 1998; Dörnyei, 2005; Karimi & Zade, 2018). Accordingly, teachers can change the course of action with the intentional implementation of motivational engagement strategies that are referred to as “instructional interventions applied by the teacher to elicit and stimulate student motivation” (Guilloteaux &

Dörnyei, 2008, p. 57). Influenced by this view, motivational strategies were intensively investigated in the 1990s with similar lists of recommendations for motivational techniques to generate a motivating classroom atmosphere (e.g. Dörnyei, 1994; Williams & Burden, 1997). Following this trend, Dörnyei and Csizer (1998) inclined for empirical examinations for the potential usefulness of motivational strategies. In their study conducted with English teachers in Hungary, the participants assessed a set of motivational strategies, and the same language teachers were asked to indicate the significance they attributed to these strategies and how often they actually put them into practice. The emerging results indicated a list of the upmost important motivational teaching strategies, which the researchers identified as ‘ten commandments for motivating learners’. Through these, the researchers created a new scholarly agenda for investigating teachers’ beliefs about the application of motivational strategies in real instructional settings.

By building on these investigations, Dörnyei (2001) presented a more inclusive and theory-based framework of motivational strategies by organizing them around three focal points: what motivational strategies entail, how they align with classroom realities, and how to apply them effectively. He designed a model focusing on processes to understand motivation within the language classroom setting. The structure of motivational teaching strategies included four key phases that align with different stages of the motivational engagement pathway: (1) establishing foundational motivational circumstances, (2) stimulating primary motivation, (3) sustaining and safeguarding motivation, and (4) fostering affirmative reflections on the learning experience. Based on this framework, Dörnyei listed 35 macro-strategies with corresponding 102 sub-strategies that can be specifically employed by language teachers to foster learner motivation. Within this manner, Dörnyei (2001) made a significant contribution to the field by offering these elements, which can help teachers intentionally integrate motivation into their regular teaching routines. This involves using targeted motivational strategies, ranging from creating a secure educational setting to starting, maintaining, and critically reflecting on instructional practices.

Evidently, the studies on motivational strategies provided empirical evidence by highlighting the significance and implementation of motivational strategies in addition to displaying similarities and differences across different cultural contexts. In pursuit of more empirical evidence on the implementation of motivational strategies, Guilloteaux and Dörnyei (2008) followed a different path in actual classroom practice instead of grounding their study solely on self-report data. Therefore, they developed a classroom-based study that explored the

connection between teachers' motivation-oriented instructional implementations and motivated learner actions in an EFL setting in Korea. For this study, they developed a classroom observation scheme to code real time teacher and learner behaviour in terms of motivation, and the findings showed that motivational practices cause a direct impact on the situational motivation of language learners.

Inspired by classroom-oriented approach to motivational strategy implementations, the current research design takes the scope further and incorporates other critical dimensions into the investigation. Since the majority of research on motivational strategies relied exclusively on teachers' self-reports regarding the significance they assign to certain strategies and how frequently they implement them (see Karimi & Zade, 2018), this study seeks to bring additional empirical data regarding the effects of motivational strategies by utilizing both self-reports and classroom observations. Therefore, the study firstly compares teachers' perceptions of motivational strategies with their actual implementation by employing a classroom observation tool to evaluate motivational teaching practices and a self-report to assess the perceived importance and frequency of teachers' utilization of these strategies. Secondly, this investigation also seeks to scrutinize how motivational instructional practices influence students' motivated learning behaviour. Lastly, another objective is to supply verifiable proof of the influence of motivational teaching strategies by identifying the factors that predict learners' motivated behaviour. With these aims, this study explores the below-listed inquiries:

- What is the relationship between the teachers' perceptions and their classroom practices in terms of using motivational strategies? Is there a discrepancy between them?
- How does the teachers' motivational teaching practice affect learners' motivated behaviour?
- What is the relationship between the variables of teacher's motivational teaching practice, learners' motivated behaviour, and learners' appraisal of English course and the teacher?
- Which is the best predictor of learners' motivated behaviour: teacher's motivational teaching practice, learners' attitude towards the course, or learners' linguistic self-confidence?

3. Designing an Investigation on Motivational Strategies in Language Education

This study was conducted at the preparatory school of a private university in Türkiye. There were included 13 learner groups with a total number of 13 teachers and 168 students in order to investigate overall motivational teaching practice that may represent participants' general motivational orientation instead of focusing on a specific teacher and class. The participant students' proficiency levels varied from A1 to B1, as assessed by a proficiency exam aligned with the Common European Framework at the start of the academic term. Given that the medium of instruction in their major programs is English., they underwent rigorous language education. Therefore, the need to learn and use English was considered a shared ground among all participants, whose ages ranged from 19 to 23. As for the teachers, the age range was between 24 and 30, and their professional experience in teaching varied from 1 to 8 years.

In the current study, four different instruments were employed to collect data to obtain a credible and consistent depiction of the teachers' motivational orientations and the students' motivational state. A classroom observation scheme (MOLT, Guilloteaux & Dörnyei, 2008) to observe the teachers' motivational teaching practice and the students' motivated behaviour was the main data collection tool. In order to collect data about the teachers' motivational strategy orientations, Teacher's Motivational State Questionnaire (Cheng & Dörnyei, 2007) was implemented. The tools designed to find out students' motivational state and appraisal of the English teacher and the English course were the other instruments implemented to reveal different aspects of student motivation. While the administered questionnaires were in English for the teachers, the ones prepared for the students were in Turkish to prevent misinterpretations considering participants' different proficiency levels of English.

The first step of the data collection procedure started by visiting English lessons of 13 different teachers and learner groups in order to observe the courses by using MOLT. The observer researcher filled out the MOLT minute by minute for 40 minutes on average for each lesson, and video-recordings of the same lessons were analysed based on MOLT with another colleague for inter-rater reliability check. The total score indicating the number of minutes for each variable on observational data was used for statistical analyses. As the second step of data collection, the teachers and the students were requested to complete a form following each session. By using a questionnaire about the teachers' use of motivational strategies, it was aimed to find out the teachers' general attitude towards this issue. Besides, with the post-instruction feedback assessment form prepared for the students, it was aimed to explore the students'

appraisal of motivation-specific features of the teacher's instructional behaviour in the course. Lastly, two weeks after the observation, the students were invited to answer an additional questionnaire about their general motivational state. Data collection tools are explained in detail in the upcoming sections.

3.1. The MOLT Classroom Observation Scheme

The Motivational Orientation of Language Teaching (MOLT) classroom observation scheme was developed by Guilloteaux and Dörnyei (2008) in order to observe the language teachers' use of motivational strategies to motivate the learners during the lesson. In order to design this scheme, the researchers combined two paramount and well-known frameworks: system of motivational teaching practice (Dörnyei, 2001) and classroom observation scheme, the COLT (Spada & Fröhlich, 1995). The MOLT follows a real-time coding principle by recording categories of observable teacher and learner behaviour within the framework of motivational strategies. Every minute of the unfolding lesson is coded in two parts: the teacher's motivation-focused teaching methods and the students' motivated learning behaviours. The section designed to observe learners' motivated behaviour is used to record the learners' attention, participation, and volunteering acts based on the observer's assessment while the part of the teacher's motivation-focused implementations is drawn from 25 motivational practices classified into four categories: *teacher discourse*, *participation structure*, *activity design*, and *encouraging positive retrospective self-evaluation*. According to the coding convention, only the most important event taking place at that moment was coded even if two or more events occurred at the same time in the same category. Table 1 below presents each motivational variable with the mean values calculated in the present study.

Table 1. Teacher’s motivational practice

	Mean		Mean
Social chat	1.30	Scaffolding	2.53
Signposting	0.92	Promoting cooperation	1.92
Stating the communicative purpose	1.46	Promoting autonomy	1.53
Establishing relevance	2.69	Referential questions	2.69
Promoting integrative values	0.30	Pair work	2.55
Promoting instrumental values	1.38	Group work	3.33
Arousing curiosity attention	1.61	Tangible reward	0.69
Personalization	2.38	Creative / interesting	3.84
Intellectual challenge	1.30	Tangible task product	2.61
Individual competition	1.00	Team competition	1.01
Neutral feedback session	2.46	Process feedback session	1.38
Elicitation self/peer correction session	1.46	Effective praise	1.53
Class applause	0.23		

3.2. Teacher’s Motivational State Questionnaire

By using the Teacher’s Motivational state Questionnaire developed by Cheng and Dörnyei (2007), grounded in Dörnyei’s (2001) comprehensive review of motivational teaching strategies, this study aimed to explore how the teachers perceive motivational strategies. Although Cheng and Dörnyei (ibid.) developed the scales in two formats with the same motivational strategies based on their importance and frequency, the present study preferred to use the version with six alternative options representing varying levels of importance from *not important* to *very important* because the aim was to determine the teachers’ perspectives on motivational teaching strategies to compare it with their real motivational practice in the classroom. There are 48 items on the scale categorized into 10 constituent strategies including “proper teacher behaviour, recognise students’ effort, promote learners’ self-confidence” and others (Cheng & Dörnyei, 2007).

3.3. Instruments to Test Student Motivation

Data collection on the students’ motivation and motivated learning behaviour was managed with two instruments. The first one was used as a post-lesson evaluation scale to find out students’ appraisal of the English teacher and the English course. It was implemented immediately after the observed lesson. This research tool is a semantic differential scale taken and adapted from the English Language Learning Survey developed by Clement, Dörnyei, and Noels (1994). The students were supposed to indicate their immediate impression about how

they perceive the specific concept in relation to the two opposing perspectives on a 7-point scale. There are 16 differential descriptors and the sample semantic classes for the English teacher are *imaginative-unimaginative*, *interesting-boring*, and *helpful-unhelpful* while semantic expressions like *easy-difficult*, *good atmosphere-bad atmosphere*, etc. are used for the English course. The total scores that the students got from this instrument were used to explore whether the teacher's motivational approach is linked to the students' assessments of both the English teacher and the course.

The second instrument employed is the Student Motivational State Questionnaire which is implemented to investigate the students' situation-specific motivational disposition related to their current English course. In order to develop this scale, Guilloteaux and Dörnyei (2008) adapted some parts from different scales (Clement et al., 1994; Gardner, 1985), and they added some extra items to assess three categories of students' motivational state: attitudes toward the current L2 course, linguistic self-confidence, and L2 classroom anxiety. However, the classroom anxiety part was excluded from the present study because it was aimed to test only the positive dispositions of the classroom motivation in this study. The scale was designed on a 6-point Likert scale ranging from '*definitely not*' to '*totally true*'. Both scales in this section were carefully translated into Turkish using a meticulous back-translation process, guided by expert opinions.

Inferential statistical analysis was applied to the data gathered through the aforementioned instruments. Therefore, correlation analyses and a standard multiple regression analysis were conducted as the main statistical analyses.

4. Outcomes of Implementing Motivational Strategies in Language Classrooms

One of the aims of the present study was to investigate whether the teachers' perceptions about using motivational strategies correlate with their motivational instructional behaviour in the classroom. Furthermore, it was aimed to explore the relationship between the teachers' motivational instructional behaviour and learners' motivated behaviour, learners' appraisal of the just-completed English course and their teachers' motivational performance in this course. Because MOLT and Teacher's Motivational State Questionnaire were organized for each teacher, the researcher made use of the class-level means of the students' appraisal questionnaire to run the correlation analysis. Accordingly, these variables were examined using Pearson product-moment correlation coefficient, and it was found that there was a strong, positive correlation between the teachers' motivational state and their motivational teaching

practice ($r = .56, p < .0005$), with high levels of perceptions about using motivational strategies associated with higher levels of motivational teaching practice. The other variables also demonstrated strong and positive correlations with motivational teaching practice as shown in Table 2 below.

Table 2. Relationship between motivational teaching practice and the other variables

	1	2	3	4
1. Teachers' motivational teaching practice	1			
2. Teachers' motivational state	.567**	1		
3. Learners' motivated behaviour	.556**	.421**	1	
4. Learners' appraisal	.610**	.211**	.474**	1

** $p < .001$ (2-tailed).

As the second aim, it was intended to find determinants of the learners' motivated behaviour with a multiple regression analysis by looking at the predicting effects of teachers' motivational teaching practice, learners' attitudes toward English course and their linguistic self-confidence. Before conducting a regression analysis, certain assumptions need to be verified. The initial aspects to examine are multicollinearity and singularity, which refer to the relationships between the independent variables. Multicollinearity occurs when the predictors are strongly correlated ($r = .9$ or higher). After conducting a Pearson correlation analysis, it was found that the correlations among the independent variables did not exceed the multicollinearity threshold, as illustrated in Table 3. Additionally, to prevent singularity, the sub-dimensions of the Student Motivational State Questionnaire were analysed individually. Other preliminary checks were performed to confirm that there were no violations of assumptions regarding outliers, normality, linearity, and homoscedasticity. The results showed that the variables in this study followed normality, as indicated by a straight diagonal line in the Normal P-P Plot, and exhibited appropriate Tolerance and VIF values without any outliers, as determined by Mahalanobis and Cook's Distance values.

Prior to performing additional analyses, an attempt was made to examine the relationships between the independent variables (teachers' motivational teaching practice, learners' attitudes toward English course and their linguistic self-confidence) and dependent variable (learners' motivated behaviour). Pearson correlation coefficients revealed that the independent and

dependent variables correlated positively at a statistically significant level. Among these three independent variables, the strongest correlation with learners' motivated behaviour belonged to teacher's motivational teaching practice ($r = .55, p < .01$), exhibiting a strong correlation. The remaining correlation coefficients are showcased in Table 3 below:

Table 3. Relationship between the dependent and independent variables

	1	2	3	4
1. learners' motivated behaviour	1			
2. teacher's motivational teaching practice	.556**	1		
3. learners' attitude toward course	.470**	.354**	1	
4. learners' linguistic self-confidence	.495**	.309**	.602**	1

** $p < .001$ (2-tailed).

A standard multiple regression analysis was performed after accounting for the interaction between each predictor and the dependent variable. The goal was to determine how effectively the measures of teachers' motivational teaching practice and student motivational states predict learners' motivated behaviour, the variance accounted by these measures, and the primary predictor of the dependent variable.

Table 4. Predictors of learners' motivated behaviour

Learners' motivated behaviour						
Predictors	Standardized coefficients β	t	p	Correlations		
				Zero order	Partial	Part
motivational teaching practice	.363	4.945	.000	.556	.361	.278
learners' attitude	.244	3.296	.000	.470	.146	.132
linguistic self-confidence	.296	3.744	.000	.495	.281	.211
Overall Model	F	df	p	R^2	$Adj. R^2$	
	38.238	163	.00	.484	.471	

$p = .01$

Upon adding the independent variable measures to the model, the total variance accounted for by the model in learners' motivated behaviour was 48.4%, $F(4, 163) = 38.238, p = .000$. Results

indicated that each of these three independent variables contributed significantly and uniquely to the prediction of learners' motivated behaviour (teacher's motivational teaching practice, $\beta = .363$, $t = 4.945$, $p < .001$; learners' attitude toward English course, $\beta = .244$, $t = 3.296$, $p < .001$; learners' linguistic self-confidence, $\beta = .296$, $t = 3.744$, $p < .001$). It was also found out that teacher's motivational teaching practice is the best predictor for learners' motivated behaviour with the highest beta value.

5. Conclusion

The primary goal of this study was to explore the connection between teachers' perceptions of motivational strategies and how they actually implement these strategies. Secondly, the relationship between teachers' motivational teaching practices and their students' motivated learning behaviour was explored. In addition to these, additional analyses were performed to provide empirical evidence on the effectiveness of motivational strategies by investigating the factors that predict students' motivated learning behaviour. The findings presented above will be discussed in this part of the study.

To start with, by following a real-time coding principle in the MOLT, the teachers' motivational teaching practice was observed based on 25 motivational variables grouped into four categories: *teacher discourse*, *participation structure*, *activity design*, and *encouraging positive retrospective self-evaluation*. The mean values calculated based on this observation made it possible to assess the most preferred motivational strategies among 13 teachers. Figure 1 clearly showcases that, in teacher discourse, the most frequent motivational strategies are *establishing relevance* and *using referential questions*, and *scaffolding* follows them. *Establishing relevance* is described as "connecting what has to be learned to the students' everyday lives (e.g. giving grammatical examples with references to pop stars)" (Guilloteaux & Dörnyei, 2008, p. 63). According to Dörnyei and Ushioda (2011), teachers can generate initial motivation by ensuring the teaching materials are meaningful and relevant to the learners. Similarly, Chambers (1999) lays emphasis on addressing the necessity of relevance in language teaching by noting that "if students fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost" (p. 37). Next, *referential questions* are the ones for which the teacher does not have the answer, and they can include questions about students' lives (Long, 1983). Brock's (1986) study illustrates that when faced with referential questions, student answers are significantly longer, syntactically complex by containing greater numbers of connectives. By looking at these results, it is good to see that teachers in this study favoured referential questions, and it may be one of the reasons that a correlation was found between

teachers' motivational practices and learners' motivated learning behaviour, which will be further explained in the following paragraphs. Lastly, by offering suitable strategies and examples to guide students in successfully completing the activity (Richards & Rodgers, 2014), the teachers in the present study used *scaffolding* as an effective motivational strategy by mostly preferring multimodal explanations and demonstrations. The other frequently employed strategies in *participation structure* and *activity design* categories are as follows: *using pair and group work*, *having a creative and interesting activity design* and *putting personalization in the activity accomplished with tangible task products*.

By conducting a correlational analysis, one of the main goals of the present study was to explore the connection between teachers' perceptions of motivational strategies and their actual implementation, as well as examine the relationship between teachers' use of motivational teaching practices and their students' motivated learning behaviour. The strong interconnections between the variables (see Table 2 & 3) suggest that the theoretical relationship proposed is also statistically supported by these findings. Firstly, the relationship between teachers' motivational teaching practices and their perceptions regarding these motivational practices, $r = .56$, $p < .0005$, indicate that being aware of the importance of motivational strategies may lead to higher levels of motivational strategy use by the teachers. The previous studies on motivational strategies mostly focused on either self-reports or only classroom observation with different purposes. At this point, this study adds to the existing body of research by comparing teachers' views on motivational strategies and how they implement these strategies in practice by combining different measurement tools. Both of the research tools (Teacher's Motivational State Questionnaire and MOLT) used for this part of the study were developed under the same framework designed by Dörnyei (2001). Since the theoretical background is the same for both tools, it is significant for this study to find out that teacher perceptions and classroom actions in terms of motivational strategies correlate in the current data case. Further correlational analyses between teachers' motivational practice and learners' motivated behaviour and between teachers' motivational practice and learners' appraisal of the course and the teacher also indicate that there is a strong relationship between them ($r = .55$, $p < .0005$, $r = .61$, $p < .0005$), which suggests that teacher practice may affect learners' motivated behaviour and student motivational dispositions specific to that course and the teacher. These results are in line with the idea that teachers have the ability to affect student motivation and actively do so. They shape student motivation in various ways through their daily interactions, such as influencing students' self-perceptions of their abilities, their attitudes

toward the subject, their short-term and long-term goals, their understanding of the reasons behind their successes or failures, and the motivations behind their academic efforts (Anderman & Anderman, 2010).

Furthermore, these results are in line with Guilloteaux and Dörnyei's (2008) results in which they presented the correlation between teachers' motivational practice and learners' motivated behaviour as $r = .61$. The findings both from their study and the present study may provide important implications in terms of the influence of language teachers' motivational teaching implementations within the specific context of the classroom, and by concentrating on particular individual strategies, the research agenda can be broadened in further studies. However, it is important to take account of deliberate teaching practices as Kassing (2011) reports that teachers are generally unaware that their motivational practices influence learner motivation. Inspired by this view, it can be claimed that if teachers use motivational strategies according to learner needs, then motivated learner behaviour can be controlled by the teacher. Therefore, it can also be claimed that there is a need for teacher autonomy in using motivational strategies (Dörnyei, 2007a).

With the aim to find the best predictor of learners' motivated behaviour, a standard multiple regression analysis was conducted in this study, and it was revealed that the model proposed for learners' motivated behaviour explains a good amount of the variance (48.4%, $F(4, 163) = 38.238$, $p = .000$). Considering this result, it might be supposed that higher levels of teacher's motivational teaching practice, learners' attitude towards the course, or learners' linguistic self-confidence lead to higher levels of situation-specific motivated learner behaviour. It was also found that teacher's motivational teaching practice is the best predictor for learners' motivated behaviour with the highest beta value ($\beta = .363$, $t = 4.945$, $p < .001$) which was followed by learners' linguistic self-confidence ($\beta = .296$, $t = 3.744$, $p < .001$) and learners' attitude toward English course ($\beta = .244$, $t = 3.296$, $p < .001$). They all have positive values of contribution to the prediction of learners' motivated behaviour. All these results may prove the idea that classroom-specific impact of language teachers' motivational teaching practice and students' general L2 motivation may be effective factors determining learners' motivated behaviour, and learner motivation in the course of the action can be oriented by teachers' use of motivational strategies (Papi & Abdollahzadeh, 2012). These may provide critical empirical data in favour of teachers' use of motivational strategies, which is stated as a gap in the literature by the relevant scholar work (e.g. Dörnyei & Ushioda, 2011; Ibrahim, 2016; Karimi & Zade, 2018; Maeng & Lee, 2015). In contrast to these views, Sugita and Takeuchi's (2010) study suggests

that only a small number of motivational strategies are linked to students' motivation, and the effectiveness of these strategies differed based on the students' language proficiency level. Therefore, future studies can investigate the predicting effect of each specific motivational strategy on learner motivation. In this way, an explanation can be brought for the gap between the anticipated and actual effectiveness of certain motivational strategies (Chen et al., 2005).

According to Dörnyei's (2001) study, many teachers noted that the skill of motivating learners to learn L2 is a crucial but difficult teaching skill, and it is also fair to claim that learning a new language is a difficult experience for students as well (Dörnyei, 2005). Therefore, motivating and being motivated is the crucial point where effective and mindful use of motivational strategies can merge the gap. As a common concern, in most of the educational settings, teachers are expected to focus on delivering the curriculum rather than on motivating learners (Dörnyei, 2001); however, by making training on motivational strategies as a part of L2 teacher training programs, L2 motivation problem can be solved from the beginning with firm steps. Therefore, future studies can investigate the effectiveness of motivational strategy training programs for further implications, by also examining the predictive effects of motivational strategies on L2 learning with an idealistic expectation that "all students are motivated to learn under the right conditions, and that you can provide these conditions in your classroom" (McCombs & Pope, 1994, p. 7). Accordingly, teachers can be made aware of the key elements in process-oriented organisation of motivation: (1) establishing fundamental conditions for motivation, (2) fostering student motivation, (3) sustaining and safeguarding motivation, and (4) promoting affirmative self-assessment. (Dörnyei, 2014). Since there are a great number of motivational strategies under this taxonomy (35 key strategies each with sub-strategies), it is not fair to expect from a teacher to employ all of them. If they tend to use all of them, they may miss the important aspects of teaching and classroom management (Dörnyei & Ushioda, 2011). As Dörnyei (2007a) pointed out, what we need to look for is quality rather than quantity. Instead of becoming a 'super-motivator', teachers can be 'good enough motivators' with carefully-chosen strategies which are appropriate for both the teacher and the learners (Dörnyei, 2001, 2014).

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